DOCUMENT RESUME

ED 278 830 CE 046 378

TITLE	Colorado Prevocational Home Economics. Basic Skills for Quality Living. Middle/Junior High School Curriculum.
INSTITUTION	Colorado State Board for Community Colleges and Occupational Education, Denver. Home Economics Div.; Colorado State Univ., Ft. Collins.; University of Northern Colorado, Greeley.
PUB DATE	Aug 84
NOTE	470p.; For a related document, see CE 046 377.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Consumer Education; Employment Potential; *Family Life; Family Life Education; *Individual Development; Junior High Schools; Learning Activities; Middle Schools; *Occupational Home Economics; *Prevocational Education; Resource Materials; Secondary Education; Self Actualization; Student Evaluation

ABSTRACT

This prevocational curriculum resource guide is intended to provide a foundation for a total vocational home economics program in Colorado. Contents include a rationale, delivery system, a listing of the major developmental task areas included in this guide, tips for teacher success, information on disciplinary applications, a resource list, and a listing of film and filmstrip suppliers. Materials are then provided for four areas: Developing Self, Being a Family Member, Being a Consumer, and Becoming Employable. For each unit, these components are included: a conceptual outline, unit strategies which correlate concepts with objectives and learning/evaluation strategies and resources, and learning tools. These learning tools include student handouts, exercises, learning activities, tests, and assignments. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED278830

COLORADO
PREVOCATIONAL HOME ECONOMICS
BASIC SKILLS FOR QUALITY LIVING

MIDDLE/JUNIOR HIGH SCHOOL
CURRICULUM

DEVELOPED BY
VOCATIONAL HOME ECONOMICS UNIT
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
DENVER, COLORADO 80203

IN COOPERATION WITH
COLORADO STATE UNIVERSITY
UNIVERSITY OF NORTHERN COLORADO

PRODUCED AT
UNIVERSITY OF NORTHERN COLORADO
VOCATIONAL TEACHER EDUCATION
GREELEY, COLORADO 80639

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

AUGUST, 1984

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C Brink
State Bd for Comm Colleges and Occ Ed.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 046 378

BEST COPY AVAILABLE

COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Robert F. Datteri, Executive Director
State Board for Community Colleges and Occupational Education

Leonard Hergenreter, Director
Occupational Education Division

Dorothy Horrell, Associate Director
Occupational Education Division

Mary Ann Sandoval, Branch Manager
Human Services

Carolyn Brink, Program Manager
Vocational Home Economics Education

Ann George, Assistant Program Manager
Vocational Home Economics Education

STATEMENT OF ASSURANCE

The State Board for Community Colleges and Occupational Education complies with all state and federal regulations prohibiting discrimination and is an Equal Opportunity Employer.

TABLE OF CONTENTS

INTRODUCTION:

Rationale iii
Delivery System iv
Developmental Tasks v
Tips For Your Success vi
Interdisciplinary Applications ix
Resource List xvi
Film and Filmstrip Suppliers xviii

UNITS:

Developing Self Section A
  - Conceptual Outline
  - Unit Strategies
  - Learning Tools

Being a Family Member Section B
  - Conceptual Outline
  - Unit Strategies
  - Learning Tools

Being a Consumer Section C
  - Conceptual Outline
  - Unit Strategies
  - Learning Tools

Becoming Employable Section D
  - Conceptual Outline
  - Unit Strategies
  - Learning Tools

PREFACE

Home economics has as its major purpose to improve the quality of home and family life. In the Colorado home economics delivery stystem, the middle school/junior high prevocational curriculum serves as the foundation for the total home economics program. At the prevocational level, home economics focuses on helping individuals in their formative years to grow as healthy individuals and to lay an early foundation for a quality home life. The primary concern of home economics at this level is to meet the immediate needs that are unique to the preadolescent while preparing youth to experience success in family, community and employment.

With the implementation of the Colorado Program Planning Guide for Secondary Vocational Consumer and Homemaking Programs, middle school/junior high teachers saw the need to develop a prevocational curriculum resource guide that would provide a strong foundation for the total vocational home economics program in Colorado. A few years ago, a resource guide was developed by teachers in a three-day summer workshop class offered jointly by Colorado State University and the University of Northern Colorado with encouragement from the State Board for Community Colleges and Occupational Education. In 1984, this resource guide was updated and expanded into a curriculum which includes conceptual outlines, objectives, learning and evaluation strategies.

THIS DOCUMENT IS THE PROPERTY OF THE VOCATIONAL HOME ECONOMICS DEPARTMENT.
IT IS TO REMAIN IN THE DEPARTMENT FILES.

ACKNOWLEDGEMENTS

Resource Guide Developed by Teachers
in
Middle School/Junior High School Home Economics Workshop
Summer, 1984

Instructors: Dr. Carilyn K. Norris, CSU
Dr. Valerie Sorensen, UNC

Editors: Dr. Valerie Sorensen
Ms. Candie Schey
Dr. Carilyn Norris
Ms. Linda Valentine

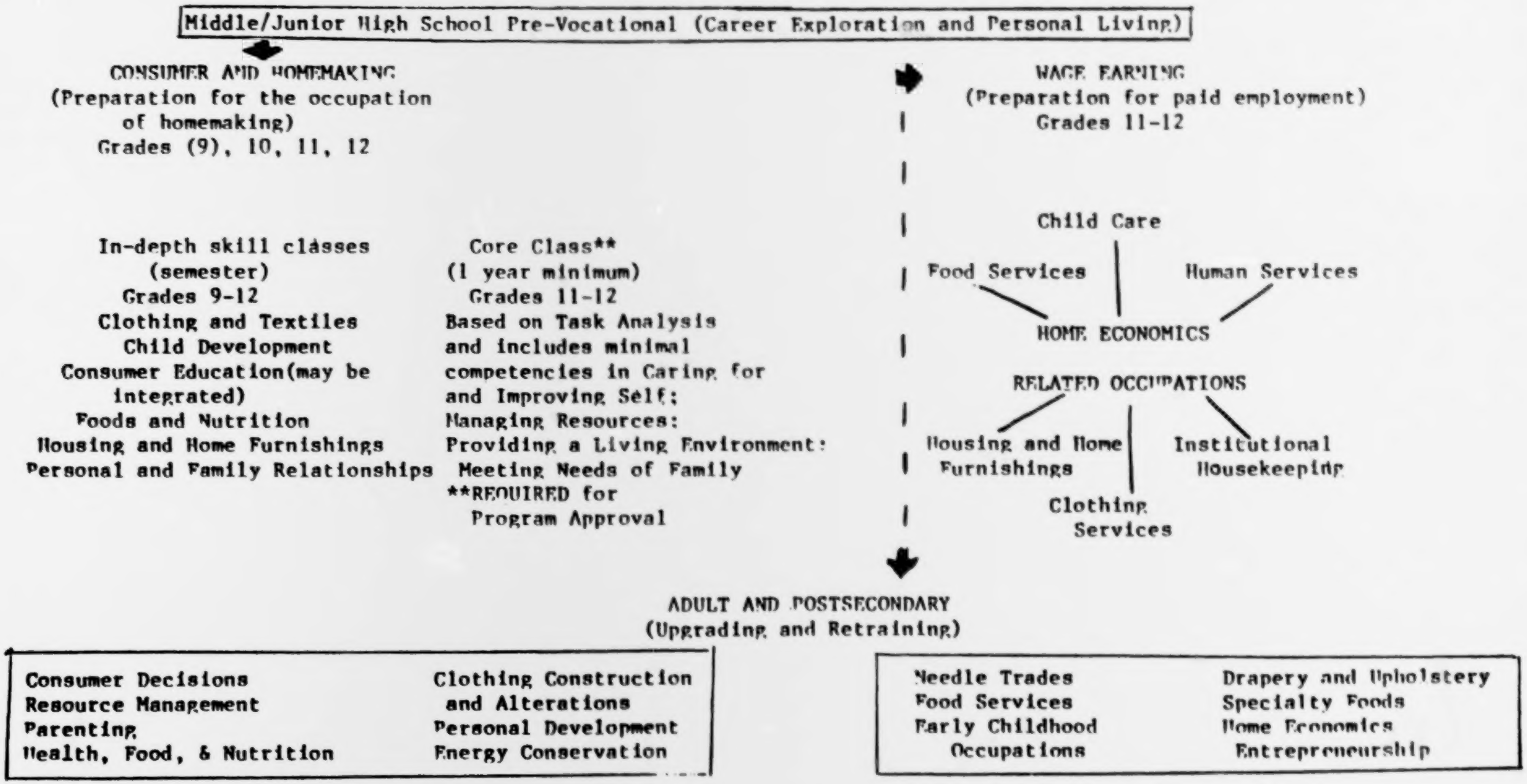
Participants:

Bratcher, Linda
Brown, Helen
Caton, Nelva
Choquette, Ruth
Connelly, Mary
Cox, Dorothene
Cruth, Peggy
Dean, Cassandra
Decker, Theresa
Ernst, Teresa H.
Francios, Marilyn
Glawe, Doris
Goodnight, Sally
Halvorson, Linda
Hixon, Kathern
Hockenberry, Jan
Johnson, Janis
Jones, Linda
Kelleher, Mikelyn
Kingery, Susan
Knespel, Vicki
Knudsen, Marilyn
Koogle, Mary
Lemieux, Hedy
Linton, Ann
Luster, Vera
Lyons, Karen
Mannon, Pam
Manville, Penelope
Mayhew, Mary
McCluskey, Caroline
McFarland, Maxine
McIntosh, Catherine
McManus, Alice Mary
Miller, Karen
Minton, Carolyn
Mock, Dorothy
Mulcahy, Catherine
Nelson, Deborah
Nickell, Debra
Noell, Mary Ann
Pallan, Lynda
Pappas, Connie
Peggram, Karen
Phillips, Arlene
Puderbaugh, Rae
Rehwoldt, Ellen
Roman, Sharon
Sanchez, Patricia
Sand-Martinez, Nancy
Schell, Gwen
Schey, Candie
Shelley, Karen
Sherman, Teresa
Smallwood, Joanne
Smethills, Barbara
Trahnstrom, Darla
Tyson, Martha
Valentine, Linda
Wallden, Arleta
Williams, Bobbie

RATIONALE

WE BELIEVE:	THEREFORE:
1. That the concepts and skills learned in home economics are basic to the quality of life and living.	1. Home economics should be a required part of each student's middle school/junior high educational program.
2. That the 10-14 year old student is experiencing rapid changes socially, intellectually, physically, psychologically, and is at a critical time of self concept development.	2. Curriculum and learning environment should provide for: *exploratory experiences *skill development and refinement *individualized learning *self concept development *active learning experiences *high interest activities *success oriented experiences
3. That as the family structure is in transition, the middle school/junior high school students assume an increasingly significant role in assuming family responsibilities.	3. Home economics will provide students with the skills necessary to effectively meet these responsibilities.
4. That home economics applies and reinforces the basic educational skills by offering practical, relevant, experiences.	4. The home economics program should reinforce applications in the areas of: *math *science *reading *writing *health *social studies *decision making/problem solving
5. That the home economics program contributes to and gains from involvement with other disciplines and the community.	5. The home economics program should be articulated with programs within the school system and should involve parents and other participants from the community.
6. The foundation provided by the middle school/junior high prevocational home economics curriculum develops interest and participation in the subsequent high school home economics program.	6. Articulation of the total home economics program within the school district and throughout the state is essential for quality programs.

VOCATIONAL HOME ECONOMICS EDUCATION
Delivery System



Middle/Junior High School Pre-Vocational (Career Exploration and Personal Living)

CONSUMER AND HOMEMAKING
(Preparation for the occupation of homemaking)
Grades (9), 10, 11, 12

In-depth skill classes
(semester)
Grades 9-12
Clothing and Textiles
Child Development
Consumer Education(may be integrated)
Foods and Nutrition
Housing and Home Furnishings
Personal and Family Relationships

Core Class**
(1 year minimum)
Grades 11-12
Based on Task Analysis and includes minimal competencies in Caring for and Improving Self; Managing Resources; Providing a Living Environment; Meeting Needs of Family
**REQUIRED for Program Approval

WAGE EARNING
(Preparation for paid employment)
Grades 11-12

HOME ECONOMICS RELATED OCCUPATIONS
- Child Care
- Food Services
- Human Services
- Housing and Home Furnishings
- Clothing Services
- Institutional Housekeeping

ADULT AND POSTSECONDARY
(Upgrading and Retraining)

Consumer Decisions
Resource Management
Parenting
Health, Food, & Nutrition
Clothing Construction and Alterations
Personal Development
Energy Conservation

Needle Trades
Food Services
Early Childhood Occupations
Drapery and Upholstery
Specialty Foods
Home Economics Entrepreneurship

DEVELOPMENTAL TASKS

Due to the diversity of home economics program offerings at the middle school/junior high level throughout the state, it is difficult to identify a precise scope and sequence for this level. However, four major developmental tasks critical for the emerging adolescent as well as units, objectives, major concepts and suggested teaching strategies have been identified. Individual districts need to decide how these suggested units will be incorporated into their particular programs. The developers of this guide intended that an exploratory approach be taken with students having exposure to all developmental tasks. While it may appear that there is content duplication between units, the concept focus is unique to each developmental task. Educators within each district are to use discretion in determining how these units will be incorporated, within the delivery format for a school system. Special consideration needs to be given to meeting individual student needs and characteristics of students in the middle/junior high school. The Major Developmental Task Areas included in this resource guide are listed below.

DEVELOPING SELF

Relationships

Personal Appearance

Personal Skills for Creating

Personal Safety

BECOMING EMPLOYABLE

Employment Skills

Clothing Assembly Line/Alteration

Child Care and Babysitting

Yards and Plants

Pet Care Opportunities

Food Services

Housekeeping

BEING A FAMILY MEMBER

Family Member Responsibilities

Foods and Nutrition

Health and Safety

Clothing Care

Personal Living Space

Transportation

Social Events and Leisure Time

Pet Care

BEING A CONSUMER

Decision Making

Resource Management

Shopping Skills

TIPS FOR YOUR SUCCESS
WHAT WE GONNA DO TODAY?
IS IT FUN?
ARE YOU IN A GOOD MOOD, TEACH?
DO YOU HAVE ANYTHING TO EAT?
HE'S A BABE!

WELCOME TO THE MIDDLE SCHOOL/JUNIOR HIGH SCHOOL WORLD!

For a teacher it's filled with rewards, frustrations and a desire to meet the needs of the students. This was the impetus that brought us all together - 60 slightly frazzled, concerned and caring professionals. We came to share, revive and experience growth in our middle school/junior high school and curriculum. This resource guide is the product of our three-days together.

We hope that you will be able to use, adapt and reuse these materials. However, we realized as we were in the process, that your success with this guide is dependent on our sharing some very important ideas which are supported by research.

1. This curriculum is not designed to make mini-experts of your students, even though the outline contains enough concepts to make them each into one. The key is the depth at which you give them experiences. Middle school/junior high school programs need to be exploratory. . .simplicity is important, not depth!

2. There is not grade level given for these materials in order to give you the most flexibility in your program. Choose sections for each grade level to meet the needs of your students. Seek to give your students a wide variety of subject activities and experiences. Please don't fall into the trap of teaching just your favorite things! Put your student's needs first.

3. Some sections in this guide repeat each other. This does not mean that we considered these areas to be more important than the other. Rather, we saw how they could be taught from more than one perspective; i.e. child care as a sibling relationship and child care as a job. You may wish to take one point of view with one grade level and another with an older grade level. We cross-referenced these areas for you.

4. In developing your school home economics curriculum, keep in mind that some of this content is taught in other areas - health, advisory programs, science or social studies. Evaluate for yourself whether you can give relevancy by duplicating the learning or whether you can best use your time elsewhere. Consider ways you can team teach or involve other disciplines in these "cross-over" areas. We have included a list of interdisciplinary suggestions for your consideration.

5. Most critical to your success is your understanding of the pre-adolescent. There is no doubt that this is the most difficult age for both children and adults. Your ability to recognize and adapt to each child's unique needs is paramount. When things are not going as you want, you are forgetting one or more of these points:

CHARACTERISTICS OF KIDS IN THE MIDDLE

1. Physical growth is rapid and often unsettling to the student.

2. It's a medical fact that adolescents need to wiggle something every three seconds.

3. Physical, social and intellectual development does not necessarily coincide. A student of 12 who looks 16 may still exhibit normal 12 year old behavior.

4. Thinking processes are concrete. They:
   *think in the immediate
   *do not see alternatives
   *deal with literal interpretations
   *see situations in black and white
   *maintain simple relationships

5. Self-concept formation is critical at this stage. If self-concept is not directed positively by 14 or 15, it may become impossible to accomplish.

6. Peer influence is greatest during adolescence.

7. Teachers have a great impact as a role model.

8. Realizing that rebelling is a normal and healthy process, provide safe and low risk ways to rebel.

9. Some enjoyable characteristics of these students are:
   *energy and enthusiasm
   *love and affection
   *honest opinions
   *wide range of interests
   *curiosity and creativity

STRATEGY IMPLICATIONS

1. Provide exploration in all areas.
2. Provide a wide variety of positive experiences.
3. Use short units to accommodate attention spans.
4. Work toward involvement with other disciplines, i.e. sciences, math, etc.
5. Have clearly defined and consistent classroom management procedures.
6. Strive for activity oriented lessons.
7. Provide for Individualization of instruction to accommodate the wide range of developmental readiness.
8. Permit students to be as responsible for learning as the teacher is.
9. Provide progressive responsibility experiences as well as the environment which allows them to fail with dignity.

* *

* . . . BE IN THE PROCESS OF BECOMING. *
* WE MUST NEVER BELIEVE WE HAVE ARRIVED. *

* *

The above information was taken from a guest presentation by Mrs. Susan Swaim, University of Northern Colorado Lab School, Instructor and Specialist in Middle School Education.

INTERDISCIPLINARY APPLICATIONS

In the middle/junior high school, interest is being generated toward an interdisciplinary approach toward curriculum implementation. Home economics is a discipline which lends itself toward an interdisciplinary approach. The following list was developed to show how some of the concept areas included in this resource guide could be utilized with various disciplines to reflect an interdisciplinary approach to education.

Decision Making:

1. Advisement/counseling
   - -advisory-advisee, teacher/student, counseling

2. Social Studies
   - -How decisions have affected our country/other countries
   - -Effects of brainwashing in the world-"The Third Wave"
   - -Take historical decision and do "what if" situations (problem solving situations)
   - -Set up housekeeping in town for the first night as a settler

3. Drama/Language Arts
   - -"What if" situations
   - -Order food from foreign menu
   - -Read labels from foreign country
   - -Foreign recipe terms

Resource Management:

1. Science
   - -resource management (conservation)
   - -energy use small appliances vs. no appliances
   - -outdoor (plant and geology) camping trip (foods, sanitation, nutrition cooking)

2. Business
   - -budgeting/record keeping
   - -typing resume and job application forms

3. Math
   - -checking accounts
   - -measuring
   - -using 1/8 increments
   - -reduce and double recipe (fractions)
   - -metrics

4. Social Studies
   - -hunger awareness dinner

Interdisciplinary Applications (cont.)

Shopping Skills:

1. Language Arts
   -advertising, media-produce
   -commercials
   -vocabulary lists
   -consumer complaint or praise letters

2. Social Studies
   -how advertising influences cross/cultural choices; i.e. Coke, McDonalds, Kentucky Fried Chicken
   -groups produce an ad for newly invented products and have someone choose selection from ad

3. Math
   -dividing and multiplying recipes, budgeting, comparison buying
   -using calculator to add groceries at the store

4. Business
   -handling consumer complaints
   -using calculators to pre add groceries at the store

5. History
   -history of advertisements
   -trace history of grocery stores, clothing stores, etc.

6. Drama
   -videotape commercials-Home economics, do costumes act out "what if" situations (lunchroom manners)

Being a Family Member:

1. History
   -how families developed
   -how history repeats itself
   -family trees/share geneologist as guest
   -field trips to historic dwelling
   -"Little House on the Prairie" books to show life in those days
   -bring in senior citizen
   -first foods for this locale
   -family food customs (ethnic)

2. Fine Arts
   -personal living spaces
   -arranging art on their wall
   -color lessons and design principles
   -share demos by guest speaker of crafts
   -art design it
   home economics sew it
   industrial arts frame it
   -music and creativity-imagination project
   rest and relaxation

Being a Family Member:

3. Industrial Arts
   - bicycle maintenance
   - simple repairs in house
   - basic household maintenance (hang a picture)
   - wood lathe placques for decoupage
   - identification of household tools
   - sewing machine repair

4. Health and Physical Education
   - physical needs of family
   - exercise (including exercise for pregnancy)

5. Counselors
   - emotional problems
   - problem solving

6. School nurse
   - VD

7. Language Arts
   - write "story of my family"
   - dramas-produce plays
   - speeches
   - invitations, thank you letters
   - consumer complaint or "Like" letters
   - write a book for a preschooler about a pet
   - develop worksheets that incorporate language arts skills

8. Advisors
   - advisor/advisees situations

9. Social Studies
   - families in other countries
   - family pictures of holiday celebrations

10. Community
    - field trip combined with other subject areas
    - speakers from mental health, social services
    - police on family problems
    - fire department using a fire extinguisher

Foods and Nutritionn:

1. Foreign Language
   - foreign foods
   - foreign recipe terms
   - geography
   - foods from other countries
   - methods of prep (unique) (South self-rising flour)

Being a Family Member:

2. History
   - pioneer foods
   - American Indian food fare
   - make hard tack for social studies classes
   - social studies plan menu and tour for a visiting dignitary; i.e. Princess Di

3. Science
   - grow bacteria
   - NASA food needs for future
   - NASA food needs for space
   - NASA crafts
   - nutrition "rat" project

4. Physical Education
   - food for fitness
   - exercise with music

5. Math
   - fractions, equivalents
   - quantities needed for world hunger
   - metrics

6. School Wide
   - reading
   - following directions
   - listening skills

7. Drama Department
   - theme plays - Home Economics cooks dinner for dinner playhouse

8. Social Studies
   - foreign foods
   - effects of world hunger

9. Elementary grades
   - Home economics class teachers nutrition to children

10. Business
    - type recipe cards

Health and Safety:

1. Science
   - experiment with household chemicals

Health and Safety:

2. Health
   - substance abuse
   - First Aid - Red Cross

3. Nurse
   - V.D.
   - weight control (anorexia)

4. Industrial Arts
   - equipment - repair, safety, care

5. History
   - rising death rates due to carelessness - statistics

6. Physical Education
   - effects of fatique
   - posture
   - physical fitness

7. Business
   - smoking issues - how it effects non-smoking employees

8. Community
   - fire department talk about common causes of fire
   - police - burglaries, door locks
   - child care
   - ambulance driver

Clothing:

1. History
   - historic costumes
   - ethnic costumes
   - holiday costumes

2. Science
   - manmade fibers
   - flammable materials

3. Health and Physical Education
   - unique clothing or appropriate
   - clothing for sports

4. Business
   - assembly lines

Interdisciplinary Applications (cont.)

Becoming Employable:

1. History/Social Studies
   - women - "You've come a long way baby"
   - civil rights, child labor laws, migrants, sweat shops
2. Foreign Language
   - foreign food terms
3. Business
   - resumes
   - record keeping
   - setting up mini-businesses (marketing, etc.)
4. Lunchroom
   - have students "shadow" lunchroom workers and custodians
5. Counselors
   - talks on employment needs, openings salaries
   - do interview for babysitting jobs
6. Science
   - guest speaker on plant care
   - chemicals for cleaning items
7. Physical Education and Health
   - simulate a health spa, have home economics plan diet and nutrition
8. Drama
   - role play interviewing for a job
   - do's and don'ts of job etiquette
9. Community
   - county extension agents, etc.
   - guest speakers on various occupations

Developing Self:

1. History/Social Studies
   - changing roles of males and females (Mr. Mom, Kramer vs. Kramer)
   - citizen
2. Foreign Language
   - cultures/customs
   - foreign dinner
   - pen pals
3. Health/Physical Education
   - basic needs-food
   - sexuality
   - posture

Developing Self:

4. Nurse
   -check and explain scoliosis

5. Drama
   -plays to express students culture

6. English
   -stories or poetry about developing self
   -composition about how you would develop in a second life

7. Fine Arts/Industrial Arts
   -design projects that express attitudes about themselves
   -find article and make a project

8. Science
   -research science fiction/spaceage films
   -compare yesterday, today and tomorrow

9. Community
   -personal safety-guest speakers
   -social services
   -police department
   -"Safe" house
   -outdoor safety
   -park rangers
   -rescue units
   -Colorado Department of Health
   -rape prevention
   -preservation
   -AA

RESOURCE LIST

*"A Baby-sitter's Guide"
J. Weston Walch
Portland, Maine 04104

*Basic Attitudes, Skills, and
Experiences (BASE)
by Marcia LaSorta
(Foods and Nutrition)
West Virginia Vocational
Curriculum Laboratory
Cedar Lakes FHA Conference Cent
Ripley, WV 25271

*Change your Habits to Change
Your Shape"
Bull Publishing Co. P.O. Box 208
Palo Alto, California 94302

Concepts in Clothing
Webster/McGraw Hill
1221 Avenue of the Americas
New York, New York 10020

*Consumer Education Learning
Packets for the Middle School 1973
State of New Jersey
Department of Education
Division of Vocational Education
Home Economics and Consumer Ed

Contemporary Clothing
Bennett Publishing Co.
Peoria, Illinois 61615

Creative Living: Basic Concepts
in Home Economics
Glencoe Publishing Co., Inc.
17337 Ventura Blvd.
Encino, CA 91316 (rev. 1984)

*Curriculum Guide for Home Economics
Middle School (Spring, 1979)
Topeka Public Schools
Unified School District No. 501
Topeka, Kansas

*Dairy Council, Inc.
12450 N. Washington
Thornton, CO 80241

*Daytimers, Inc.
Allentown, Pennsylvania 18001

*Developing Curriculum for Middle/
Junior High School
State of Washington
Vocational Education
Home and Family Life Section
State Supervisor
Old Capitol Building
Olympia, Washington 98504

Exploring Careers in Hospitality
McKnight Publishing Co.
Bloomington, Illinois 61701

*The Fast Food Calorie Guide
Garbiel Books, Publisher
P.O. Box 224
Mankato, MN 56001

*General Mills
P.O. Box 1113
Minneapolis, MN 55440

*Handbook of Discovery Activities for
Consumer and Homemaking
State Board of Education
Illinois Office of Education
Joseph M. Cronin, Superintendent
Department of Adult Vocational and
Technical Education

* Home Economics for the Sixth
Grade in the Middle School
1) Becoming an Informed Consumer
2) Learning to be a Contributing
Family Member
3) Accepting Job Responsibility
4) The Hobby Approach to Self-Development
Iowa State University
Home Economics Education
Agricultural Experiment Station
Project, 1982
University Book Store
Iowa State University
Ames, Iowa 50011

RESOURCE LIST

Living, Learning, and Caring
Ginn and Company
Lexington, Masschusetts 02173

Living Today
Teacher Resource Guide
Student Resource Guide
Bennett Publishing Co.
Peoria, Illinois 61615

*National Middle School Association
P.O. Box 14882
Columbus, Ohio 43214

Personal Skills for Home, School and Work
Bennett Publishing Co.
Peoria, Illinois 61615

*"Pictorial Cookbook
Ralston Purina Co.
Corporate Consumer Services
Public Relations
Checkerboard Square
St. Loius, Missouri 63188

*"Picture Yourself a Cook"
Rita Dreith
1939 South Kearney Way
Denver, CO 80224

Steps in Home Living
Bennett Publishing Co
Peoria, Illinois 61615

*The Survival Series for Kids
Living Skills Press
Fallbrook, California
Distributed by:
Word Incorporated
4800 W. Waco Drive
Waco, Texas 76710

*The Survival Series for Kids
"What to do when your Mom or Dad
Says Clean Your Room"
Living Skills Press
Fallbrook, California
Distributed by:
Word, Incorporated
4800 W. Waco
Waco, TX 76710

*"Teaching Consumer Skills and How to
Survive in America" by Farren Webb
Durango High School, CO
Center for Teaching International Relations
University of Denver (Colorado Seminary)
Denver, Colorado 80208
(303) 753-3106

*Teen Living Guide
Lincoln Public Schools
P.O. Box 82889
Lincoln, Nebraska 68501

Teen Guide
Teacher Resource Guide
Student Resource Guide
Webster Division/McGraw Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

What's to Eat?
Bennett Publishing Co.
Peoria, IL 60615

Young Living
Teacher Resource Guide
Student Resource Guide
Bennett Publishing Co.
Peoria, IL 60615

*indicates non-textbooks

FILM AND FILMSTRIP SUPPLIERS

Aetna Life and Casualty
Corporate Communications, Film Library
151 Farmington Avenue
Hartford, CT 06156

Agency for Instructional Television
P.O. Box 1111
West 17th St.
Bloomington, IN 47401

AIMS Instructional Media, Inc.
626 Justin Ave.
Glendale, CA 91201

American Cancer Society
777 Third Ave.
New York, NY 10017

American Textile Manufacturers Institute
1101 Connecticut Ave., NW, Suite 300
Washington, DC 20036

Association Films, Inc.
Executive Offices
866 Third Ave.
New York, NY 10022

Barr Films
P.O. Box 5667
Pasadena, CA 91169

Benchmark Films, Inc.
145 Scarborough Rd.
Briarcliff Manor, NY 10510

Bennett Publishing Company
809 W. Detweiller Dr.
Peoria, IL 61615

BFA Educational Media
2211 Michigan Ave.
Santa Monica, CA 90404

Bissel Consumer Service Institute
P.O. Box 1888
Grand Rapids, MI 49501

Cassettes Unlimited
Route 2
Redbud Point
Roanoke, TX 76262

Center for Media Development
Dept. DC
500 Northern Blvd.
Great Neck, NY 11021

Centron Films
1621 W. Ninth, P.O. Box 687
Lawrence, KS 66044

Changing Times Education Service
1729 H St., NW
Washinton, DC 20006

Churchill Films
662 N. Rohertson Blvd.
Los Angeles, CA 90069

Communico, Inc.
1335 N. Highway Dr.
Fenton, MO 63206

Cornell University Media Services
Audio-Visual Resource Center
8 Research Park
Ithaca, NY 14850

Coronet Instructional Films
Division of Esquire, Inc.
65 E. South Water St.
Chicago, IL 60601

Betty Crocker Food and Nutrition Center
General Mills
P.O. Box 1113
Minneapolis, MN 55440

Walt Disney Educational Media Co.
500 S. Buena Vista Ave.
Burbank, CA 91503

Encore Visual Education
1235 S. Victory Blvd.
Burbank, CA 91506

Brigham Young University
Audio Visual Services
290 HRCR
Provo, UT 84602

Butterick Publishing Co.
P.O. Box 1945
Altoona, PA 16603

Carousel Films, Inc.
1501 Broadway
New York, NY 10036

Film Communicators
11136 Weddington St.
N. Hollywood, CA 91601

Films, Inc.
733 Greenbay Rd.
Wilmette, IL 60091

Future Homemakers of America
2010 Massachusetts Ave., NW
Washington, DC 20036

Guidance Associates
Communications Park, Box 3000
Mount Kisco, NY 10549

Home Economics School Services
10,000 Culver Blvd. Dept. 8
P.O. Box 802
Culver City, CA 90230

Home Society of California
Public Relations Dept.
3100 W. Adams Blvd.
Los Angeles, CA 90018

Imperial Film Co.
Learning Resources, Div. EDC
202 Lake Miriam Dr.
Lakeland, FL 33803

Johnson & Johnson Baby Products Co.
Consumer Services Dept.
220 Centennial Ave.
Piscataway, NJ 08854

Journal Films, Inc.
930 Pitner Ave.
Evanston, IL 60202

Encyclopedia Britanica
Education Corp.
425 N. Michigan Ave.
Chicago, IL 60611

Federal Reserve Bank of NY
Public Information
33 Liberty St.
New York, NY 10045

National Broadcasting Company
30 Rockefeller Plaza
New York, NY 10020

National Educational Media, Inc.
15250 Ventura Blvd.
Sherman Oaks, CA 91403

National Live Stock & Meat Board
Education Department
444 N. Michagan, Ave.
Chicago, IL 60611

National Restaurant Association
One IBM Plaza, Suite 2600
Chicago, IL 60611

Parents' Magazine Films
52 Vanderbilt Ave.
New York, NY 10017

J.C. Penney
Consumer Education Services
P.O. Box 2811
New York, NY 10001

Perennial Education
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, IL 60035

Phoenix Films and Video
468 Park Ave. South
New York, NY 10016

Photo Lab, Inc.
468 Georgia Ave., NW
Washington, DC 20011

Plymorph Films
331 Newbury St.
Boston, MA 02115

Kraft, Inc.
P.O. Box 801
Dept. E
South Holland, IL 60473

Learning Arts
P.O. Box 179
Wichita, KS 67201

Learning Corporation of America
1350 Avenue of the Americas
New York, NY 10036

Mediamark
72 W. 45th St.
New York, NY 10036

Modern Talking Picture Service
2323 New Hyde Park Rd.
New Hyde Park, NY 11040

National Audio Visual Center
Washington, DC 20023

Society for Nutrition Education
2140 Shattuck Ave.
Suite 1110
Berkeley, CA 94704

Sterling Educational Films, Inc.
241 E. 34th St.
New York, NY 10016

Sunburst Communications
39 Washington Ave.
Pleasantville, NY 10570

Time-Life Multimedia
Time-Life Bldg.
New York, NY 10020

Proctor and Gamble Educational Services
The Proctor and Gamble Company
P.O. Box 14009
Cincinnati, OH 45214

Pyramid Films
Box 1048
Santa Monica, CA 90406

Screenscope, Inc.
1022 Wilson Blvd.
Arlington, VA 22209

Singer Sewing Co.
Dept. of Sewing Education
321 First St.
Elizabeth, NJ 07207

Tupperware Home Parties
Div. of Dart Industries, Inc.
Educational Service
Orlando, FL 32802

U.S. Consumer Product Safety Commission
Washington, DC 20207

Visual Aids Service
University of Illinois
1325 South Oak St.
Champaign, IL 61820

Wyeth Film Library
P.O. Box 8299
Philadelphia, PA 19101

West Glen Films
565 Fifth Ave.
New York, NY 10017

DEVELOPING RELATIONSHIPS

- I. Relationships
  - A. Discovering Us
    - 1. Heredity
      - a. hair
      - b. eyes
      - c. skin
      - d. height
      - e. weight
      - f. facial shape
      - g. body build
      - h. IQ
      - i. talent
      - j. others
    - 2. Environment
      - a. family composition
      - b. geographic location
      - c. economic
      - d. experiences
    - 3. Culture/Customs
      - a. foods
      - b. religions
      - c. holidays
    - 4. Basic Needs
      - a. physical
      - b. safety
      - c. belonging
      - d. self-esteem
      - e. self-actualization/ fulfillment
  - B. Discovering You
    - 1. Uniqueness
      - a. needs
      - b. wants
      - c. values
      - d. goals
      - e. standards
      - f. roles
    - 2. Self-Image
      - a. types-positive/negative
      - b. maturity
      - c. peer pressure
      - d. learning from mistakes
  - C. Discovering Others
    - 1. Communication
      - a. listening skills
      - b. verbal
      - c. non-verbal
      - d. defense mechanisms
    - 2. Friendships
      - a. being a friend
      - b. choosing friends/cliques
      - c. maintaining freindships
      - d. acceptance
      - e. rejection
      - f. dating
    - 3. Teenage Sexuality
      - a. responsibility/respect
      - b. peer pressure
      - c. parental influence
    - 4. Respecting Others
      - a. special needs
        - 1. disadvantaged
        - 2. advantaged
      - b. accepting differences
        - 1. prejudices
        - 2. learning styles
      - c. citizenship
        - 1. vandalism
        - 2. shoplifting
        - 3. community responsibility
          - a. FHA
          - b. volunteer work
- II. Personal Appearance
  - A. Grooming
    - 1. Hair Care
    - 2. Skin Care
    - 3. Oral Hygiene
    - 4. Hand/Foot Care
  - B. Posture
    - 1. Poise
    - 2. Postural Disorders
    - 3. Exercise
  - C. Social Image
    - 1. Personality
    - 2. Etiquette
    - D. Wardrobe
      - 1. Selection
      - a. color
      - b. fabric
      - c. design
      - d. quality
      - e. fashion/fad
      - 2. Care
  - E. Total Fitness (Cross-reference to BEING A FAMILY MEMBER)

Personal Skills for Creating
- A. Imagination Development
- B. Exploration
  - 1. Individual strengths
  - 2. Idea Development
  - 3. Modes of Expresssion
    - a. Hand sewing skills
    - b. Basic machine
    - c. Textile Crafts
    - d. Foods
    - e. Crafts
    - f. Communication
      - 1. drama/speech
      - 2. writing
      - 3. video
    - g. Other
- C. Project Idea Development

IV. Personal Safety
- A. Areas of Concern
  - 1. Suicide
  - 2. Abuse/Incest
  - 3. Rape
  - 4. Kidnap/Runaways
  - 5. Accidents
  - 6. Hitchhiking
  - 7. Getting lost
  - 8. Dealing with strangers
  - 9. Others
- B. Preventative Measures
  - 1. Behavior
  - 2. Dress
  - 3. Transportation
  - 4. Home Environment/neighborhood
  - 5. Self-defense
  - 6. Other
- C. Personal Rights
  - 1. Right to say "no"
  - 2. Right to seek help
    - a. family
    - b. teachers
    - c. counselors
    - d. church
    - e. social services
    - f. nurse
    - g. friends/relatives

AREA: DEVELOPING SELF
UNIT: I. RELATIONSHIPS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Discovering Us 1. Heredity 2. Environment 3. Culture/Customs	Discover the importance and influences of heredity, environment and one's culture in everyone's development.	-Listen to a guest speaker such as a geneologist or other community resource person. -Brainstorm at least three environmental factors which influence one's development. -Bring a household or personal item to share with class, that depicts one's cultural background and explain how it has had an influence in his/her life. -Bring a picture of one or both parents. (Divide a piece of construction paper in half. On one side of the paper list the characteristics obtained from the mother, and on the other side the characteristics inherited from the father.) -Play "Name that feature" game--(Teacher will write clues as to what feature she has in mind (ex. you need these every day - arms, eyes, etc. OR this needs washing at least once a week --hair) Continue giving clues until they have guessed the feature.)
4. Basic Needs	Determine their basic needs and levels which they have attained	-Discuss Maslow's Hierarchy of Basi Needs. -Place poster paper around room with 5 categories of basic needs as headings. Students will use markers to list needs under the appropriate categories in graffiti fashion.

AREA: DEVELOPING SELF
UNIT: I. RELATIONSHIPS

CONCEPT	OBJECTIVES
	The student will:
B. Discovering You: 1. Uniqueness	Discover their own personalit and factors affecting persona development.
2. Self Image	Identify positive aspects of their own self image.
C. Discovering Others 1. Communication	Demonstrate communication ski

	LEARNING/EVALUATION STRATEG [illegible] D RESOURCES
ity nality	-Complete Conversation Starter Sentences activities. -Complete Word Descriptions of Myself activity. -Complete I Am A Unique Individual activity. -Use Ten People Activity. -Participate in a Values Auction. -Do "Me Bag" activity -- cut out magazine pictures, paste pictures on outside which you would share with others. Put pictures inside bag that are personal. -Design a family tree. -Make a Personal Coat of Arms Collage.
f	-Maintain a personal diary or notebook. -Complete How Well Do You Know Yourself activity. -Complete How Emotionally Mature Are You worksheet. -Role play Mature Vs. Immature behavior. -Complete Personality Questionnaire. -Write "Dear Abby" letters. -Complete Pat on the Back activity. -Complete Who Are You Today self evaluation. -Define words on Developing Self definition sheet. -Predict outcomes of human behavior case studies. Cletis-Beatrice activity
kills.	-Complete Getting Acquainted-Who Am I Like? -Read Information Sheet on Communication.

AREA: DEVELOPING SELF
UNIT: I. RELATIONSHIPS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
		-View Transparencies- Sending and Receiving Messages Two Way Communication The Dirty Dozen Kinds of Putdowns A Look at Putdowns -Complete Your Communication Behavior rating scale. -Complete Slang assignment sheet. -Play nonverbal communication game with Cooperation Squares. -Do activities to illustrate verbal communication: Human Tape Recorder activity Rumor Clinic Charades Role Playing -Do Trust monster-students group together and make a monster of themselves.
2. Friendships	The student will: Analyze the interrelationship of self understanding to the understanding of others.	-Answer My Friend questions. -Complete How Well Do You Know Your Best Friend activity. COED, June 1979, pp 54-55. -Complete checklist What Kind of Friend Are You? -Collect cartoons which are reflective of one's self or of others. -Take Friendship Quiz. -Develop a dating survey. -Play Family Feud Game.
3. Teenage Sexuality	Recognize varying influences and beliefs acquired from peers and parents.	-Listen to school psychologist discuss peer pressure.

CONCEPT	OBJECTIVES	LEARNING EVALUATION STRATEGIES AND RESOURCES
		-Use parent panel to discuss rules for their children. -Participate in small buzz groups. -With students acting as parents, list the rules or values they would like their children to follow.
	The student will: Become aware of the responsibilities involved in a sexual relationship.	-Discuss pertinent topics. -Visit a teen mother center. -Use community resources such as Planned Parenthood resource people (see yellow pages). -View Planned Parenthood films: "Teenage Father" and "I'm Sixteen and Pregnant". Address: Administrative Offices 1537 Alton Aurora, CO (303) 360-0006 NOTE: It is suggested that instructors work closely with administrators and parents as to appropriateness and depth of content to be covered at this level. Burgess, Kohn, Jane. Straight Talk About Love and Sex for Teenagers. 1979, Beacon Press Gordon, Sol. You Book. Quadrangle/The New Times Book Co. Inc. Three Park Avenue, New York, NY 10016. Gordon, Sol. You Would If You Love Me. Bantam Books, Inc. 666 Fifth Avenue, New York, NY 10019. Hass, Aaron. Teenage Sexuality. 1979, Macmellan. Johnson, Corinne B. & Eric W. Johnson. Love & Sex & Growing Up. 1977, Lippencott. Landers, Ann. Ann Landers Talks to Teenagers about Sex. 1978, Fawcett. Wilke, J.C. and Mrs. Willke. Sex Education in the Classroom. 1977, Hayes.

AREA: DEVELOPING SELF
UNIT: I. RELATIONSHIPS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
4. Respecting Others	The student will: Recognize attitudes toward people of special needs.	-Complete and discuss Quick! What's Your First Reaction? -Role play Handicapped Situations worksheet. -View film, The Invisible Children, Learning Corporation of America, 1350 Avenue of the Americas, New York, New York 10019 (212) 397-9360. -Explain learning differences, audio, visual tactile. -Refer to Kids In Between, teacher booklet available from 2229 Park, St. Louis, MO 63104. -Arrange puppet show Kids on the Block, Paula Johnson Extension, CSU.
	Develop responsibility in regard to others property and personal interests.	-"Honesty. . . I didn't Steal it." National Child Safety Council, Jackson, Michigan, 1982 Edition. -Invite guest speakers such as storeowners, police, store detectives to discuss theft. -Clean up school grounds and/or school building. -Prepare a dinner for a senior citizen in the community. -Perform repairs for a senior citizen. -Serve as a volunteer in the hospital.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Grooming 1. Hair Care 2. Skin Care 3. Oral Hygiene 4. Hand/Foot Care	Recognize the proper care of hair, skin, mouth, hands and feet.	-Listen to a community resource people such as a beautician, dentist, dermatologist. -View "Acme Acne Factory" filmstrip-Fostex, Co. -Complete Have a Happy, Healthy Smile word search puzzle. -View "Showdown at Sweet Rock Gulch" (teeth) film, "The Haunted Mouth" film. American Dental Association, 211 E. Chicago Avenue, Chicago, IL 60611 -Write a poem, skit or play on a tooth topic. -Individually, or in pairs, manicure, one's nails or style one's hair. -Play "Getting It All Together" game, Forecast, Dec., 1977, pp. 49, 50. -Work the "Grooming Search" word search, Forecast, Dec., 1979, p. 25. -Look at photograph of oneself at beginning of unit, and at end of unit, compare and discuss improvements. -Additional Personal Grooming teaching aids (Proctor and Gamble Co., Supervisor of Educational Services, P.O. Box 14009, Cincinnati, OH 45214).
B. Posture 1. Poise 2. Postural Disorders 3. Exercise	Demonstrate how to properly sit and stand.	-Listen to community resource people such as a chiropractor, podiatrist, modeling agent, health spa employee.
	Be familiar with possible postural disorders and appropriate exercises to improve these conditions.	-View teacher performing "Posture Skit". -Read and discuss Posture informational handout.

AREA: DEVELOPING SELF
UNIT: II. PERSONAL APPEARANCE

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	-Watch videotape of oneself walking in hallway. Discuss the posture illustrated. (Teacher secretly videotapes students in class)
C. Social Image 1. Personality 2. Etiquette	Examine behavior and mannerisms and how these affect their social image.	-Fill in Pop the Balloons. -Roleplay situations given by the teacher of a student using inappropriate mannerism (have class identify the proper way to handle the situation) Example-burping, eating with mouth open. -Watch soap opera show on videotape machine. Discuss behavior and dress of each character's personality.
D. Wardrobe 1. Selection	Select appropriate clothing for one's body type and for lasting durability.	-Use fabric swatches to determine appropriate colors for skin tones. -View teacher-made transparencies illustrating different design elements and determine which would look best for their body type. -Wear different types of outfits during the class period (such as sports, dressy, grubby); then state impressions on how they acted or felt like while wearing those special clothes. -Use additional teaching aid-Color analysis kit-local 4-H Extension Agent.

AREA: DEVELOPING SELF
UNIT: II. PERSONAL APPEARANCE

CONCEPT	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
2. Care	The student will: Be aware of the need for proper care of one's clothing and how it affects one's public image.	-Bring and discuss clothing care labels. -Randomly select one of many items contained in a bag and orally identify as well as demonstrate the steps involved in caring for and storing the item. -Look at the different care labels from a fabric store and match these labels with clothing items displayed throughout the classroom.
	Be familiar with storage methods for clothing.	-View teacher demonstration on how to store clothing properly.
E. Total Fitness		-Cross Reference-"Being a Family Member" Area

AREA: DEVELOPING SELF
UNIT: III. PERSONAL SKILLS FOR CREATING

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
A. Imagination Development	The student will: Develop an awareness of one's imagination.	-Complete activity sheet, Seeing is Believing. -Roleplay an object--bacon frying, a rock, a balloon. -Participate in "Flower" activity. Ask students to think of a name of a flower, then stand and tell which one they chose. As others name the same flower, they must sit down. One the second round, ask them to be more "imaginative" and think of more unusual flowers. -Create a yarn collage while listening to music. Dip bits of yarn in thinned glue. While listening to music, students will create a picture with the yarn bits on construction paper. -Brainstorm as many uses for a common household object. -Create something from a simple object (button, sock, paper plate, paper bag, popsicle stick). -Play the music "Sunrise" from the Grand Canyon Suite and ask students to pretend they are a seed that is growing. -Complete "Brain Teasers" from teacher resource, "Oh, the Thinks You Can Think!", Creative Teaching by Delores Gade.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
B. Exploration 1. Individual strengths 2. Idea Development 3. Modes of Expression	The student will: Recognize individual strengths and explore project options available for developing creativity.	-Complete checklist (teacher designed) on personal skills, strengths, aptitudes. -Participate in selected idea development experiences through using examples such as Checkerboard Techniques, Awareness Wheel, or Analysis Board. -Observe sample display and/or demonstrations of project options (see Modes of Expression Project Ideas.)
	Practice the expression of creativity through the development of an individual project.	-Watch resource specialists demonstrate the skills involved in project options. -View filmstrips (sewing skills) "A Furry Tale", Hann Crafts 625 E. Second Street Otterbein, IN 47970 -"Learn to Sew, #1 and 2" To-Sew P.O. Box 974 Malibu, CA 90165
C. Project Idea Development	Acquire a project from the options available and follow a project plan.	-Choose a project from the project sheet (see list of suggested projects in resource materials; selected examples of projects directions are also provided. -Examine step-by-step samples. -Use craft/skill handout sheets available from commercial sources. -Complete project. -Complete evaluation checksheet. -Use project score cards. -Perform oral/written tests. -Record progress on charts (see bulletin board idea following). -Complete self-evaluation.

AREA: DEVELOPING SELF
UNIT: IV. PERSONAL SAFETY

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Areas of Concern 1. Suicide 2. Abuse/Incest 3. Rape 4. Kidnapping/Runaways 5. Accidents 6. Hitchiking 7. Getting Lost 8. Dealing with Strangers 9. Others	Analyze dangerous situations and and judge the possible results.	-Discuss real cases of dangerous situations from local newspapers, current events, Dear Abby. -Read and discuss these articles: "100,000 Kids Disappear Every Year" Coed Magazine, pages 44-46, April 1984 "It's Okay To Talk About Incest" Coed Magazine, pages 26-30, April, 1984. -View filmstrip: "Last Cry for Help: Teenage Suicide", Education Audio-Visual, Inc., Pleasantville, NY 10570 -View filmstrip: "Runaways: Faces Lost in in the Crowd", Cas/Filmstrip-$35. N1KF4229 Catalog Number Educational Audio Visual, Inc. Pleasantville, NY 10570 -View filmstrip: "Teenage Runaways" 2 filmstrips/cassettes-$69 Catalog Number SED880C-83 Home Economics School Service A Divison of Social Studies School Services 10,000 Culver Blvd. Dept. 83 P.O. Box 802 Culver, City 90230
B. Preventative measures 1. Behavior 2. Dress 3. Transportation 4. Home environment neighborhood 5. Self defense 6. Other	Form judgments and imitate preventative measures to insure personal safety. (A-4, P-4)	-Read and discuss "How to Be 'Streetwise' and Safe" -Read and discuss "How to Protect Yourself Against Sexual Assault" -Write to: Crime Prevention Coalition Box 6700, Rockville, MD 20850 for additional information on topic.
C. Personal Rights 1. Right to say no 2. Right to seek help	Recognize rights and sources of help.	-Listen to a guest speaker such as a juvenile detective. -Have a panel of community crisis workers explain types of agencies and services available.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
C. Personal Rights (Continued)		-Give demonstration to preschoolers, When He's Lost, A Child's Best Friend May Be a Tree. Aurora Sentinel, April 18, 1984, p. 41. -Use Hug a Tree pamphlet on what to do when lost in forest. U.S. Forest Dept. -View film: "By Natures Rules" A movie on hypothermia available through local organization to teachers or from Red Cross. -Read "Danger! Risks That Can Threaten Your Life", Coed magazine, pp. 32-34, May, 1982. -Read "Runaways: What Happens To Them" Coed Magazine, pp. 32, 66-71, March, 1981. -Read "Crime: What Would You Do If...?" Coed Magazine, pp. 18a-18d, October, 1982. -Prepare bulletin board "Keep Yourself Out of the News" from current newspaper clippings collected by students.. -Prepare a pictorial book or collage of magazine pictures of situations with people in dangerous situations. -Do Help Catch a Crook. -Describe student's bike, neighbor and car and the van used on the "A" team on appendage "Suspicious Incidents". Take home for accurate comparison with facts. -Listen to speaker from local police department, juvenile detective or sheriff's department with slides, films or case situations. -Use question and answer board of school psychologist, Local Crisis Center, Social Services, and other speakers. -Roleplay personal safety situations -Read "It's the Law", Teen Times, pp. 16-19, Spring, 1983.

CONVERSATION STARTER SENTENCES NAME________________

1. When people are praised they ________________
2. I feel happy when ________________
3. I am afraid ________________
4. People would do anything in order to ________________
5. I think most girls ________________
6. When I am older ________________
7. I feel that a real friend ________________
8. What makes me angry is ________________
9. The thing a woman looks for in a man is ________________
10. I get distracted when ________________
11. I don't like people who ________________
12. Some day, I ________________
13. I love ________________
14. My idea of a mature adult is one who ________________
15. As a youth my greatest trouble ________________
16. I cannot understand what makes me ________________
17. Most of all, I want to ________________
18. My greatest mistake was ________________
19. I hate ________________
20. I cannot control myself when ________________
21. I could be perfectly happy if ________________
22. The thing I value most in my closest friend ________________
23. I sometimes hated by father because ________________
24. I suffer most from ________________

25. My family treats me like ____

26. Everything would be all right if ______________________________________

27. When criticized for my behavior, I _____________________________________

28. I feel very close to people who ______________________________________

29. The worst thing a man can do to a woman ________________________________

30. The people I like best ____

31. I think that most teachers ____

32. I always wanted to ____

33. When praised for my behavior, I ______________________________________

34. My main interest ____

35. My attitude toward myself ____

36. I am very fond of ____

37. People ____

38. When things go wrong ____

39. I look forward to ____

40. When I am angry ____

41. The most important thing in life to me __________________________________

42. Most of the things I do ____

43. I day dream about ____

44. My best trait is ____

45. I am the kind of person who ____

46. My friends ____

47. When I am disappointed ____

48. Marriage ____

49. My favorite ____

50. I need ____

CONVERSATION STARTER SENTENCES

1. I am happiest when ____
2. I get angry when ____
3. I am frightened by ____
4. I feel love when ____
5. I feel sad about ____
6. I get excited when ____
7. I am bored when I ____
8. I am ashamed when I ____
9. I am most proud of ____
10. I put trust in ____
11. I am bothered by ____
12. I feel safe when I ____
13. I feel peaceful when I ____
14. I feel hurt when ____
15. Things that make me happy are ________________________________

Directions for "Word Description of Myself"

Using the list of words on the following page . . .

1. Define 10 words that you feel describe you.
   Circle these words on the list.

2. Underline 5 words that you think your friends would use to describe you.

3. Place a star next to 5 words that describe how your parents see you.

4. Draw a box around 5 words that describe how you would like to be.

5. Draw a single line through 5 words that do not describe you at all.

Why are we looking at words that describe ourselves?

1. To make you aware of the characteristics in your personality that make you unique.

2. To clarify your perception of yourself.

3. To identify characteristics that you may strive to achieve.

BEST COPY AVAILABLE

Word Description of Myself

Select 10 words that describe your feelings about yourself. Write these on paper. Later in the semester we will make a comparison with a new list. Make a new list and compare the two.

able
achiever
adorable
affable
afraid
aggressive
agreeable
alert
amiable
anxious
apologetic
argumentive
attractive
audacious
authoritarian
awkward

bigoted
boastful
blunt
boring

callous
calm
candid
capable
captivating
careful
charitable
charming
cheap
cheerful
childish
classy
clever
clumsy
coarse
commanding
competent
complaining
compulsive
conceited
confident
contemptible
cowardly
crooked
cultivated

daring
dauntless
debonair
deceitful

dedicated
defeated
dejected
deliberate
demanding
demure
dense
dependent
despicable
despondent
determined
detestable
developing
devoted
dictatorial
dignified
dirty
disagreeable
discontented
disgraceful
disgusting
dishonest
dissatisfied
distant
distinguished
disturbed
docile
dogmatic
doleful
domineering
dreamer
dull

educated
egotistic
elegant
encouraging
energetic
enjoyable
enterprising
enthusiastic
ethical
evasive
exaggerates
exuberant

fastidious
fickle
fishy
flashy
flat

follower
forceful
foresighted
forgetful
forsaken
foul
frank
freak
frenzied
fresh
fretful
friendly
frightened
frigid
frivolous

gauche
gaudy
gay
genial
genteel
gentle
glamorous
gleeful
gloomy
goal-oriented
gorgeous
graceful
gracious
greedy
gruff

haggard
handsome
hopeless
happy
harassed
hard-boiled
hateful
haughty
headstrong
helpful
hesitant
homely
honest
hopeless
hostile

icy
imaginative
immature
impassive

impatient
impressive
impulsive
incompetent
inconsistent
inhabited
inspiring
integrity
interesting
irresponsible

jealous
jolly
jovial
joyous
just

kind
knowledgeable

lackadaisical
languid
lazy
lenient
likeable
listless
loyal
lucky

mature
meek
meticulous
modest

naive
negligent

obnoxious
opinionated
optimistic

plucky
persistent
poised
pompous

quiet

rash
reasonable
rebellious
refined

reliable
repulsive
rude
ruthless

sarcastic
sedate
sensible
serious
shabby
shapely
shrewd
shy
sincere
skeptical
stern
stubborn
stupid
submissive
sullen

tenacious
tireless
trustworthy

uneasy
unhappy
unimportant

vague
vain
vulgar

wise
wit

NAME ______________________ ______

"I am a Unique Individual"

Directions: Read the definitions below. On the next page, indicate three items that make you unique in each of the eight categories. You may work with your friends and they can help you fill in your responses.

1. Unique - being without like or equal, different from others
2. Interests - a feeling of concern or curiosity
3. Achievements - to do something successfully - an accomplishment
4. Personality - distinctive individual qualities or traits of a person
5. Aptitudes - a natural ability or tendency
6. Environment - surroundings or conditions affecting the development of a person
7. Heredity - the transmitting of characteristics from parents to children
8. Feelings - emotions: love, anger, loneliness, happiness, peacefulness, sadness, etc.
9. Appearance - the outward aspect of people

NAME ______________________

DATE ______________________

PERIOD ______________________

"I AM A UNIQUE INDIVIDUAL"

Interests	Achievements
Personality	Aptitudes
Environment	Heredity
Feelings	Appearance

Teacher Guide

Examples to give as
suggestions to students

NAME ____________________

DATE ____________________

PERIOD ____________________

"I AM A UNIQUE INDIVIDUAL"

Interests

sports
music
reading
cooking
animals
world issues
boys/girls
movies
t.v.

Achievements

walked 20 miles in walkathon
won a trophy for something
learned to play an instrument
received all A's last quarter

Personality

(see list of word descriptions
of myself)

Aptitudes

athletic ability
musical ability
"Natural" at something
artistic tendencies
creative characteristics

Environment

rural or urban
sibling or only child
climate (related to free time use)
pets - responsibilities
economic level

Heredity

eye color
hair color
skin tone
height
weight
I.Q.
body type

Feelings

happy/sad
loved/lonely
angry/tranquil
anxious/calm

Appearance

always well-groomed
always smiling
healthy skin

TEN PEOPLE

________Nuclear Scientist; age 47; his careless experiments caused the dangerous radioactivity

________His wife; four months pregnant

________Marxist Revolutionary; third year medical student

________Famous Psychologist - author; 60 years old

________Television Celebrity; host of innumerable talk shows

________Brilliant Female Statistician - 25 years old

________Alcoholic Priest; 50 years old

________Professional Football Player; very low I.Q.

________High School Sophomore; majorette

________Former Presidential Assistant; disbarred lawyer; clever but shifty

DIRECTIONS: TEACHER EXPLAINS THAT THERE HAS BEEN A NUCLEAR ACCIDENT. STUDENTS (IN SMALL GROUPS) MUST DECIDE WHICH 6 OF THE 10 PEOPLE WILL LEAVE IN THE LAST SPACE SHUTTLE - TO START THE NEW WORLD.

PUT A CHART ON THE BOARD WHICH INDICATES EACH GROUP'S SELECTIONS. HAVE THE GROUP MEMBERS DISCUSS THEIR REASONS FOR THEIR SELECTIONS.

VALUES AUCTION

1. Make 1 large pirate's treasure chest from construction paper.

2. Make 15 (depending on number of students) large coins out of construction paper and label with values. Ex: money, freedom, beauty, happiness, security, comfort, love, etc.

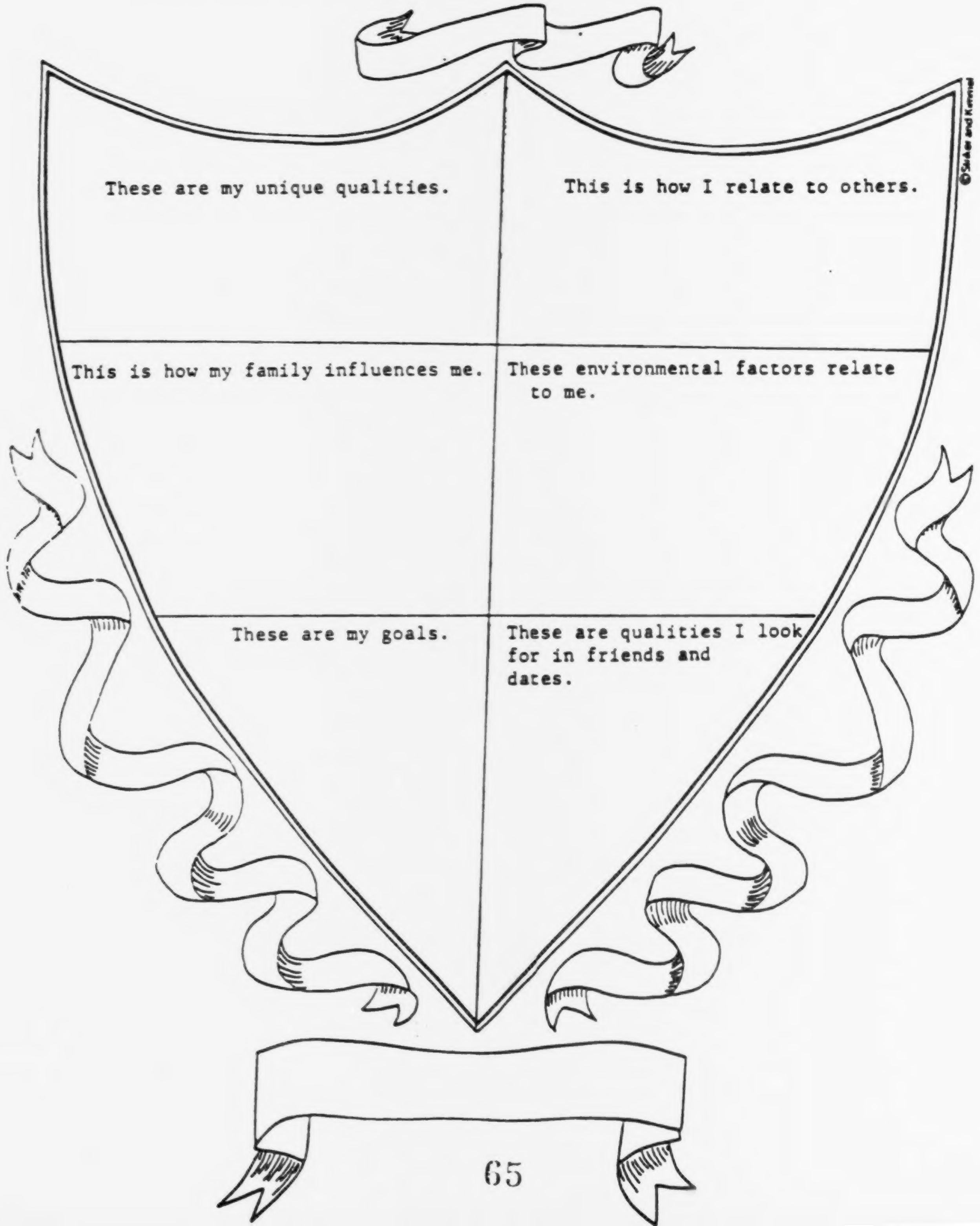
3. Give each student $200.00 in play money.

4. Teacher will be auctioneer and auction off values. The highest bidder takes the value. Student can buy one or more values with their money.

5. When students' have bought their values, they would explain their values and why it is was important to them.

PERSONAL COAT OF ARMS

Directions: Make a personal collage of pictures, words, drawings, etc. which depict each area below.


These are my unique qualities.
This is how I relate to others.
This is how my family influences me.
These environmental factors relate to me.
These are my goals.
These are qualities I look for in friends and dates.

©Stoker and Kennel

INTERPERSONAL RELATIONS

ASSIGNMENTS

NOTEBOOK - THESE NOTEBOOKS WILL BE KEPT COMPLETELY CONFIDENTIAL . . . . .

Notebooks will be collected the last day of each week for three weeks and on a date to be announced later.

WEEK 1 Each of these days in class you will have about 10 minutes to write 3 positive statements about yourself--things you can do, things you like about yourself, etc. Please write complete sentences. 20 POINTS

WEEK 2 This week you will write 2 statements about things you have accomplished or things you have been rewarded for. These can be over your lifetime or very current. 20 POINTS

WEEK 3 Each day write one statement about something you feel you can't do or something you are afraid to do. 20 POINTS

WEEK 4 In-class assignment
Write a one page story about yourself. This may include comments on what you have learned about yourself and/or others over the past three weeks. Or, write statements about your thoughts and feelings at this time. (Complete sentences and paragraph form) 40 POINTS

HOW WELL DO YOU KNOW YOURSELF?

1. What do you like most about yourself?
   Physical trait:

   Personality trait:

2. What would you most like to change about yourself?
   Physical trait:

   Personality trait:

3. If you could plan an evening with the date of your choice what would your activity be?

4. If you were a famous reporter and could spend a day talking with anyone in the world, what famous person would you choose?

5. What kind of a person would you like to marry? Describe appearance, occupation, character and personality?

6. Do you predict you will have children? If so how many?

7. What do you love most about your parents?

8. What would be the best career path for you to follow?

9. If you were to become a millionaire and could choose your place to live where would you live?

What type of house or apartment would you live in?

10. If you were going to enter a game show which one would you enter.

If you won 1,000 dollars on the quiz show what would you really do with it?

11. Why do you think your friend chooses to hang around with you?

12. What traits do you have that your friend might wish he/she had?

HOW EMOTIONALLY MATURE ARE YOU?

Write in
Yes or No

________ 1. Do you intentionally slam doors?

________ 2. Do you often feel that you want to get even with people?

________ 3. Do you allow people to bully you? (impose on you?)

________ 4. When you have made an error, do you blame others?

________ 5. When you have made an error, do you blame conditions?

________ 6. Do you frequently give excuses for your actions?

________ 7. Do you try to find reasons for doing what you want to do?

________ 8. Do your daydreams hinder you from solving problems?

________ 9. Do your daydreams help you solve problems?

________10. Do you take your own side when someone has accused you of something you did not do?

________11. Do you become irritated at other people when you have been a loser in a situation?

________12. Do you take full responsibility for any consequences which your error may have caused?

________13. Do you become irritated at the person who is more capable than you in a certain situation?

________14. Do you try to face a problem instead of hiding from it?

________15. Do you often have a feeling that people are mistreating you?

________16. Do you try to avoid facing a difficult situation?

________17. Is it difficult to change your mind when new evidence appears?

HOW EMOTIONALLY MATURE ARE YOU?

Write in
Yes or No

__________18. When you are angry do you intentionally throw things?

__________19. Do you face a new situation without worry?

__________20. Do you change your method of doing something when it is necessary without being upset?

__________21. Are you afraid to meet new people?

__________22. Do you worry about errors?

__________23. Do you willingly take responsbility which is yours?

__________24. Do you accept criticism?

__________25. Do you recognize your own limitations?

__________26. Do you give more than you take without feeling that it has been unfair?

__________27. Do you take more than you are willing to give?

__________28. When you are upset with someone, do you intentionally refuse to speak?

__________29. Do you willingly accept constructive criticism?

PERSONALITY QUESTIONNAIRE

Directions: Answer yes or no to each question

Yes No

___ ___ 1. In choosing the evening's activity, would you choose to go to a party rather than stay at home and watch television?

___ ___ 2. Do you find yourself doing a lot of talking at a gathering?

___ ___ 3. Do you like to spread yourself around to a lot of friends rather than one specific person?

___ ___ 4. Do you blush easily or at least find your cheeks more rosy than you would like?

___ ___ 5. You have your choice of a new dress, one done in a bright red and one of light blue. Would you choose the brighter dress because you like brighter colors? (Do not consider yourself overweight as a problem.)

___ ___ 6. Do things pop out of your mouth when you least expect? Do you consider yourself to be rather witty?

___ ___ 7. Are you usually very optomistic about things? When you are depressed, are you really down?

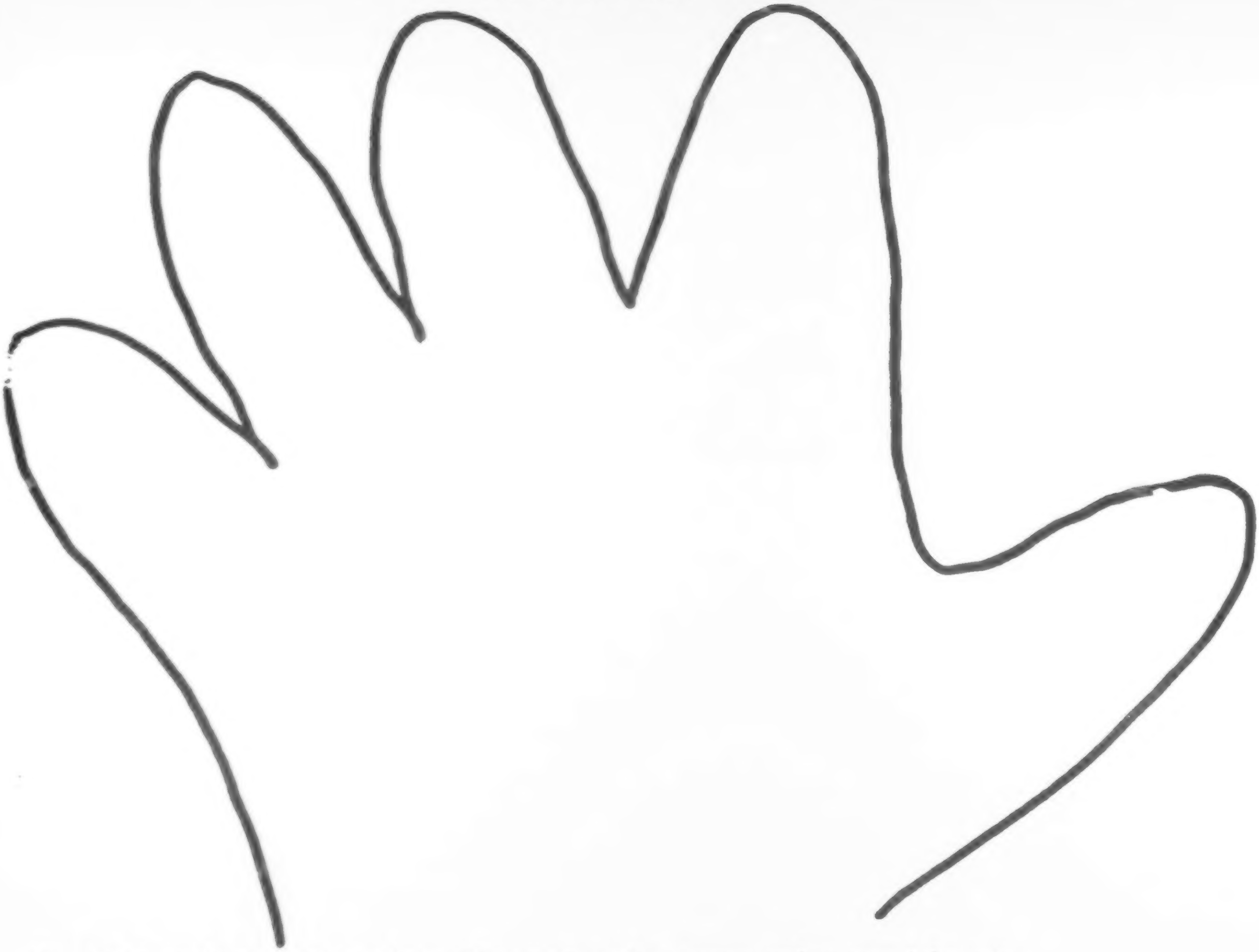
___ ___ 8. Do you often start many projects but have the problem of never really finishing things? Do not mark "yes" if you usually finish things, but neglect a few?

___ ___ 9. Do you really like warm weather and walking in rain, romping in the snow?

___ ___ 10. Do you have a difficult time making decisions, such as which movie to attend, which ice-cream you want, etc.?

TOTAL: Yes ______ NO ______

"PAT ON THE BACK"



1. Give each student a piece of construction paper and a straight pin.

2. Each student will draw his/her hand, cut it out, and write their names on the index finger. Have another student pin their "hand" onto their backs.

3. Teacher directions to student: Write something positive about each student on their hands. This must be a positive statement. Be sure to get every student in the class.

WHO ARE YOU TODAY?

What is your image of yourself today and of your future potential? (As a point of information, it has been estimated that the functioning capacity used by healthy, human beings is between 4 - 10%. Dr. Herbert Otton, psychologist and educator, and Dr. Margaret Mead, anthropologist, believe it is somewhere on the lower end of this range.) We often times never stop to evaluate ourselves and see if we want to make some changes or adjustments for future growth. Take a look at who and/or what is influencing you today. What are your strengths, weaknesses, abilities, characteristics? Where do you want to go from here?

	Why?	What does this say about me?	Is there any stereotyping of roles or of me here?
A person who is very important in my life is ________			
A person who is influencing me now is ________			
A public figure I would want to be like is ____ ________			
A popular song which best describes how I am is ________			
I am very competent in ________			
I would like to be better in ________			
An outside activity I am active in is ________			
My current career orientation is toward ________			
In relationships with other people I mostly like to ________			
I have confidence in myself when it comes to ________			
I would really fight to be sure ________			
If I were upset I would ________			
In situations where there's			

DEVELOPING SELF

Use the dictionary and your own words to define these terms.

Vocabulary:

Self Image:

Environments:

Heredity:

Culture:

Maturity:

Peer pressure:

Values:

Goals:

Needs:

Wants:

Roles:

Uniqueness:

CLETIS - BEATRICE

A LESSON PLAN ABOUT HUMAN BEHAVIOR...
SELF CONCEPT & PUT DOWNS.

GOALS:

- TO ESTABLISH A NEED FOR FEELINGS MESSAGES
- TO ESTABLISH A NEED FOR 2-WAY COMMUNICATION
- TO ESTABLISH A NEED FOR A GOOD SELF CONCEPT
- TO BETTER UNDERSTAND HUMAN BEHAVIOR IN ORDER TO PROTECT PEOPLE FROM HURTING UNNECESSARILY.
- TO ESTABLISH THE FRAMEWORK FOR HOW TO RESPOND TO "PUT DOWNS" IN A PRODUCTIVE, POSITIVE WAY.
- TO ALLOW STUDENTS TO ANALYZE SOME OF THEIR OWN BEHAVIORS, & THE IMPLICATIONS THEY HAVE ON HOW OTHERS SEE THEM. (THE BEHAVIORS)

(1.) SET UP CLETIS — HIS EVENING + MORNING — HE HAS A BAD TIME.

He: procrastinates, watches TV, doesn't finish homework, stays on the phone + doesn't get chores done, gets to bed late, gets up late ... has to finish chores in the morning, + homework. He's disorganized, so his homework ends up in the trash instead of his notebook ... he's grounded off the phone because he talked too long, was inconsiderate of his parents ... no ride to school because he didn't do chores.. late to school. low grade in math because he doesn't have homework .... etc.

* IT'S IMPORTANT THAT CLETIS HAS CAUSED HIS OWN PROBLEMS

HOW WILL HE ACT THAT DAY?

WILL HE ... Walk into class quietly or slam books down
Be friendly to other students or "un"
How does he act in class?
To the teacher he ....
Does he pay attention? etc.

CONCLUSION: How does he feel inside, big or little?
How does he act - big (maturely) or little (immaturely)?

OGDEN '83

POSSIBLE ANSWERS GENERATED FROM STUDENTS

CLETIS IS LIKELY TO:

Be unfriendly
Get in fights
Disturb the class
Try for attention
Not do work
Start rumors
ETC.

BEATRICE IS LIKELY TO:

Be friendly
Be complimentary
Work hard in class
Be truthful
Take risks (!)

DEFINE STUCK UP → "Someone who acts like he's better than you - unfriendly ...."

WHO DOES THIS → WHO DID YOU SAY WAS UNFRIENDLY, CLETIS OR BEATRICE?

WHAT ARE SOME MORE "LITTLE" OR IMMATURE BEHAVIORS SEEN AROUND SCHOOL - AND WHAT DOES THIS TELL YOU ABOUT HOW THESE PEOPLE FEEL INSIDE AT THE TIME?

Rumor starting
Locker slamming
Ganging up
Picking
Put downs
Etc.

→ WHY IS THIS INFORMATION HELPFUL? Because if we understand why people behave the way they do, it won't hurt us so much, or damage our self concept

→ WHY IS IT IMPORTANT TO FEEL GOOD ABOUT YOURSELF? So you won't act like Cletis + hurt others.

→ FOLLOW UP QUESTIONS ... What can Cletis do to get rid of his hurt in a way that doesn't hurt others?

If a Cletis hurts you, how can you respond?

2) SET UP BEATRICE

* IT'S IMPORTANT THAT BEATRICE CREATES HER OWN GOOD FORTUNE

Comes home from school + gets right to work on her homework - gets it done
Doesn't tie up the phone ~~too~~ long -
is considerate of her parents.
'Gets chores done, gets to relax + watch TV
Mom has a good breakfast ready. Beatrice is in time to enjoy it.
Since shes been considerate on the phone folks buy her a phone of her own
Chores have consistently been completed so she gets a raise in allowance -
Has an "A" in math because all her homework has been done.
She took a chance + talked to a cute boy yesterday + he said hello this morning
She also made an extra effort + introduced herself to a kid yesterday + this morning the girl was real nice to her... maybe she'll get invited to the new girl's slumber party this weekend -

HOW WILL SHE ACT THAT DAY?

Is she likely to introduce herself to a new student or ignore her?
Do work?
In class she'll ______
Complimentary to friends or critical?
ETC.

CONCLUSION . . .

How does she feel inside, big or little?
How does she act - big (maturely) or little? (immaturely.

Getting Acquainted
WHO AM I LIKE?

The following list of questions have to do with finding out about people with similar backgrounds, likes and dislikes, etc., within this group. Everyone is to obtain a signature for each question from someone else in the group. Try to get one signature from everyone before you get someone's signature twice. Let's see who can get the most signatures within 20 minutes. GO!

WHO AM I LIKE?

1. Someone with a birthday in the same month as you. ________________
2. Someone with the same last initial as you. ________________
3. Someone with the same first initial as you. ________________
4. The tallest person in the group. ________________
5. The shortest person in the group. ________________
6. Someone with the same color hair as yours. ________________
7. Someone who has the same hobby as you. ________________
8. Someone who you would like to become better acquainted with. ________
9. Someone who has the same brand of toothpaste as you. ________________
10. Someone who was born ouside the state of Colorado. ________________
11. Someone who has the same favorite television program you have. ________
12. Someone who should be wearing glasses, but doesn't. ________________
13. Someone who does not have a middle name. ________________
14. Someone who has traveled outside the United States. ________________
15. Someone who has never been outside of Colorado. ________________
16. Someone with the same zodiac sign as you. ________________
17. Someone who has seen the same movie as you. ________________
(within the last few weeks)
18. Someone who has the same favorite food as you. ________________
19. Someone who has the same number of people in ________________
their family as you do.
20. Someone who has the same number of buttons ________________
on their clothing as you.

21. Someone who has the same favorite color as you. ____________________________

22. Someone who has the same model car that you or your family drives. ____________________________

23. Someone who has the same family pet as you. ____________________________

24. Someone who has the same favorite summer leisure time activity as you.

____

25. Someone what has the same career goal or ambition in life as you. ____________________________

COMMUNICATION

EFFECTIVE COMMUNICATION EXISTS BETWEEN TWO PEOPLE WHEN THE RECEIVER INTERPRETS THE SENDER'S MESSAGE IN THE SAME WAY THE SENDER INTENDED IT.

Crucial communication skills for interpersonal interaction

1. Accurately describing your ideas, perceptions, and feelings without implying judgment.
2. Taking the perspectives of other group members into account when phrasing messages.
3. Paraphrasing accurately and nonevaluatively the content of the messages of other group members, along with their relevant feelings.

Sending Messages

1. Clearly "own" your messages by using personal pronouns such as I and my.
2. Make your messages complete and specific.
3. Make your verbal and nonverbal messages congruent with each other.
4. Be redundant.
5. Ask for feedback concerning the way your messages are being received.
6. Make the message appropriate to the receiver's frame of reference.
7. Describe your feelings by name, action, or figure of speech.
8. Describe other members' behaviors without evaluating or interpreting.

Receiving Messages

1. Paraphrase accurately and nonevaluatively the content of the message and the feelings of the sender.
2. Describe what you perceive to be the sender's feeling.
3. State your interpretation of the sender's message and negotiate with the sender until there is agreement as to the message's meaning.

Effective Communication Behaviors

1. Talk. It is hard to send messages if you are not talking.
2. Speak for yourself, not for others. Describe your own thoughts, feelings, and needs. Use personal pronouns such as I, me, my, and mine.
3. Describe other people's behavior without making value judgments. Do not make interpretations about their personality and motives.
4. Make your messages appropriate to the receiver's perspective. Be sure the words you use have the same meaning for both of you.
5. Ask for feedback about the receiver's understanding of your message.
6. Repeat your messages more than once. Use more than one way to communicate them.
7. Seek eye contact when you want to be listened to.
8. Make sure your nonverbal cues agree with your spoken message. Confusion will result if your facial expression, posture, tone of voice, and gestures indicate one thing, and your words indicate just the opposite.
9. Make your messages complete and specific.
10. Speak clearly. Do not mumble.

Good Communication Behaviors

1. Stop talking. You cannot listen if you are talking.
2. Paraphrase accurately without making value judgments about the ideas and feelings of the sender.
3. Keep clarifying until both of you and the speaker are satisfied that you understand his message.
4. Look attentive. Act interested.
5. Remove distractions.

Readings:

Johnson, David W. and Johnson, Frank P. Joining Together. Englewood Cliffs, N.J.: Prentice-Hall, 1975. Chapter 5, pp. 109-123.

Johnson, David W. Human Relations and Your Career. Englewood Cliffs, N.J.: Prentice Hall, 1978. Chapter 5, pp. 115-147.

Two-Way Communication

Paraphrasing: RESTATING THE CONTENT OF THE MESSAGE OF THE SENDER IN THE RECEIVER'S OWN WORDS.

"You mean that..." "You're saying...." "So what you're suggesting is...." "In other words"

Clarifying: THE RECEIVER'S ASKING QUESTIONS OF THE SENDER IN ORDER TO GAIN UNDERSTANDING

Negotiating: THE CONTINUAL PARAPHRASING & CLARIFYING BY THE RECEIVER UNTIL AGREEMENT HAS BEEN REACHED WITH THE SENDER.

OGDEN, HREBAR
'82

Communication...

accurately sending and receiving the content and feelings of a message

COMPONENTS OF COMMUNICATION:

RECEIVING

CONTENT
- PARAPHRASING
- CLARIFYING
- NEGOTIATING

FEELINGS
- FEELINGS RECOGNITION
- FEELING FEEDBACK

NON-VERBAL MESSAGES
IMPLIED MESSAGES

SENDING

CONTENT
- THOUGHTS
- PERSONAL OPINIONS

FEELINGS
- "I" MESSAGES
- NEED MESSAGES

NON-VERBAL MESSAGES
IMPLIED MESSAGES

$\frac{(ab^2)+5x}{4y \times 2a} = \frac{5ab}{x}$

FAY, HREBAR, OGDEN '82

The dirty dozen

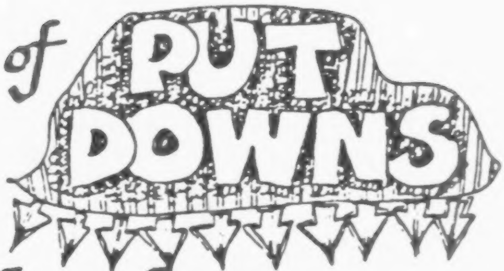
12 Roadblocks to Communication

FROM THOMAS GORDON
TEACHER EFFECTIVENESS TRAINING

1. Ordering
2. Warning - Threatening
3. Moralizing
4. Giving Advice
5. Persuading - Using Logic
6. Judging
7. Praising
8. Ridiculing
9. Analyzing
10. Reassuring. Sympathyzing
11. Probing
12. Withdrawing. Changing Subject

FAY
[illegible]

Kinds of PUT DOWNS



1. Putting others down
2. Putting self down
3. Impressing
4. Name Dropping
5. Unintending comments THAT MAY BE HURTFUL TO THE RECEIVER
6. Exaggerating
7. Reacting Non-Verbally IN A NEGATIVE MANNER
8. Using Sarcasm

FAY, HREBAR, OGDEN
'82

4EA

A LOOK AT PUT DOWNS

MESSAGES OR ACTIONS WHICH INTENTIONALLY OR UNINTENTIONALLY AFFECT THE RECEIVER IN A NEGATIVE, DISCOURAGING, HURTFUL, OR SELF CONCEPT DAMAGING WAY.

1. Putting others down

Sending

IMPRESSING - NAME DROPPING
EXAGGERATING
USING SARCASM
CONTRADICTING
SHOW STEALING
  USING PUNS
  CORRECTING GRAMMAR
  MAKING JOKES
  CHANGING SUBJECT
INTERRUPTING
NOT USING NAMES
NOT USING PERSONAL MESSAGES
  i.e. "THAT'S DUMB!"
USING "YOU" MESSAGES
  RIDICULING
  ORDERING
  THREATENING
  JUDGING
  USING CRITICISM
  LABELING
NOT USING NORMAL VOICE

Receiving

NOT LISTENING
USING THE "DIRTY DOZEN"
  i.e. GIVING ADVICE
  MORALIZING
  THREATENING
  PERSUADING
  JUDGING
  ANALYZING
  PROBING
  RIDICULING, etc.
CHANGING SUBJECT BACK TO SELF
NOT ACKNOWLEDGING THE SENDER

Non-Verbal

NOT LOOKING AT SPEAKER
EYE ROLLS, HEAD SHAKES
BODY TURNED AWAY FROM SPEAKER
PUNCHING, HITTING
ANY PHYSICAL EVIDENCE OF NOT ACCEPTING THE SPEAKER
LEAVING SPEAKER OR GROUP

2. Putting self down

SELF CRITICISM, DEBASING COMMENTS

3. Putting group member down

ALL OF THE ABOVE IN #1, PLUS:
NOT ACCEPTING OR INCLUDING A GROUP MEMBER
CRITICISING, RIDICULING, etc.
NOT SHARING MATERIALS

FAY, EREBAR, OGDEN

YOUR COMMUNICATION BEHAVIOR*

What is your communication behavior like in a group? How would you describe your communication actions. Begin a discussion of communication within groups by answering the following questions as honestly as possible:

1. If I as group chairperson were giving a set of instructions and the other group members sat quietly with blank faces, I would:

   ____ state the instructions clearly and precisely and then move on.

   ____ encourage members to ask questions until I was sure that everyone understood what they were supposed to do.

2. If the group chairperson gave a set of instructions to the group that I did not understand, I would:

   ____ keep silent and later ask another group member what she meant.

   ____ immediately ask the chairperson to repeat the instructions and answer my questions until I was sure I understood what she wanted me to do.

3. How often would you let other group members know when you liked or approved of something they said or did?

   Never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always

4. How often would you let other group members know when you felt irritated, impatient, embarrased by, or disagreed with, something they said or did?

   Never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always

5. How often do you check out what other group members are feeling and how they are reacting rather than assuming that you know?

   Never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always

6. How often do you encourage other group members to let you know how they are reacting to your behavior and actions in the group?

   Never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always

7. How often do you check to make sure you understand what other group members mean before agreeing or disagreeing?

   Never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always

8. How often do you paraphrase or restate what other members have said before responding?

Never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always

9. How often do you keep your thoughts, ideas, feelings, and reactions to yourself in group sessions?

Never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always

10. How often do you make sure that all information you have about the current topic of discussion is known to the rest of the group?

Never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : Always

---

*Johnson, David W. and Johnson, Frank P. Joining Together. Englewood Cliffs, N.J.: Prentice-Hall, 1975. Chapter 5, pp. 112-113.

COMMUNICATION

ASSIGNMENT SHEET--SLANG

Write beside each slang word or phrase your first thought definition. After writing your definitions, ask a parent, grandparent, or someone much older than yourself how he/she would define the terms.

Ace

Bug

Cop out

Dig it

Excel

Far out

Give me five

Hangout

Joint

Knocked out

Lay off

Machine

Neat

On the side

Pop

Quack

Rags

Skins

Track

Uppers

Vibes

Wind up

X

Yellow

ZZZzzzz

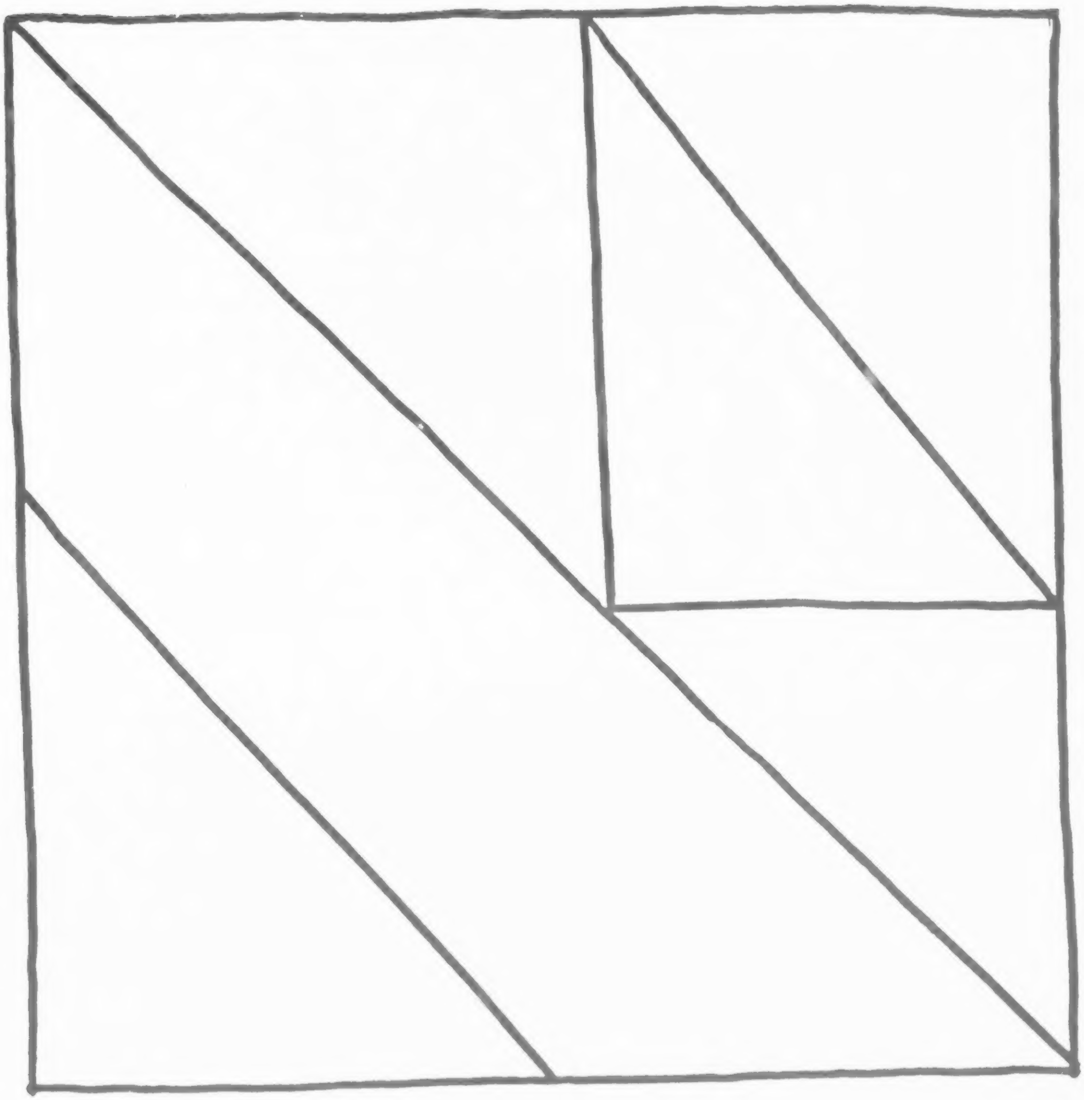
COOPERATION SQUARES - NON-VERBAL GAME

PREPARATION:	Cut squares apart and place into envelopes. (One envelope of pieces is needed for each group of four)
ACTIVITY:	Divide into groups of no more than four - (3 participants, 1 observer) Give each group an envelope and observation sheet.
GOAL:	Place pieces into a square by being a cooperative member. The group will be disqualified if anyone talks!
	The groups each have two minutes to put the puzzle together. Observer completes the observation sheet.

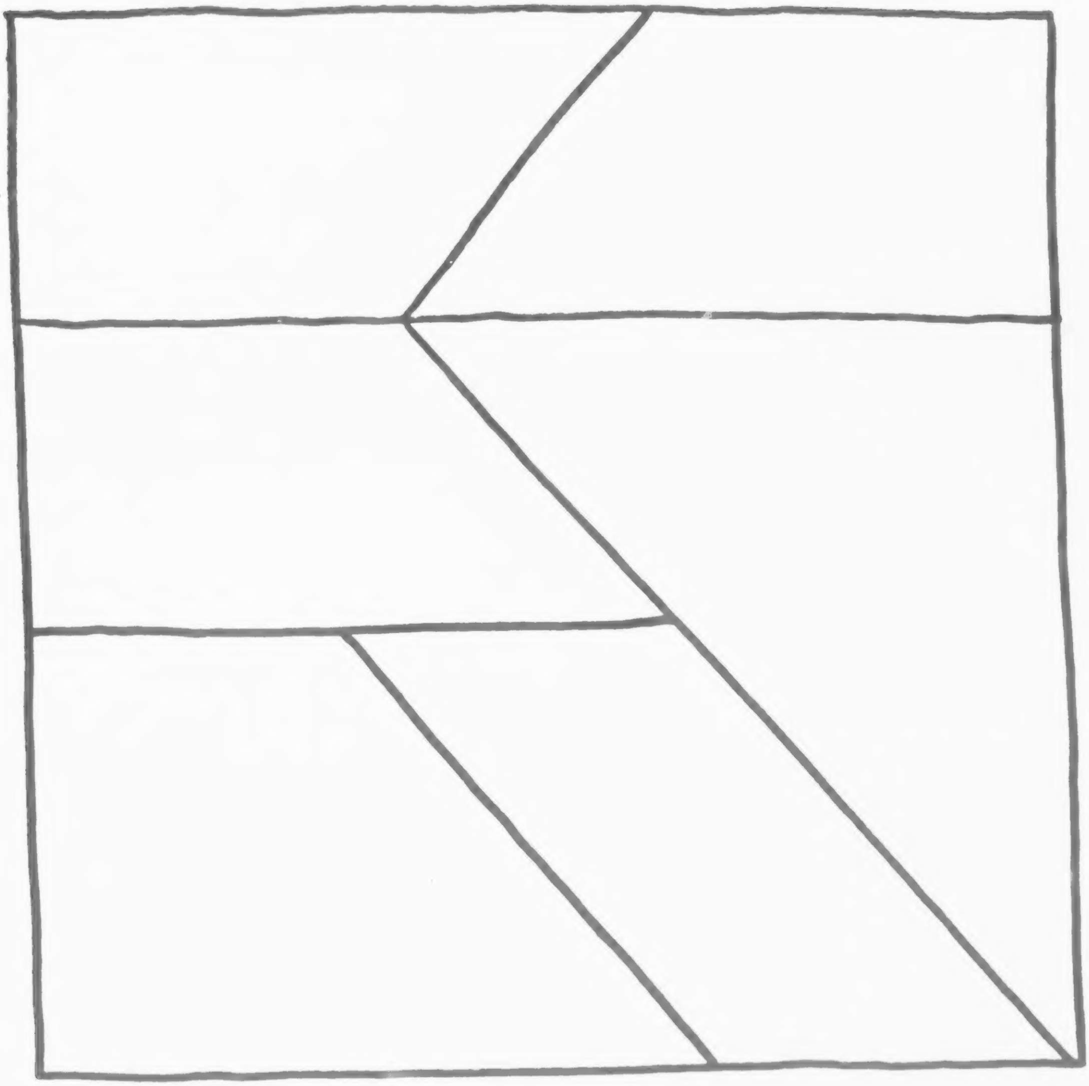
OBSERVATION SHEET

1. Did all group members participate?
2. Did one person take on a leader role?
3. In what way did you see cooperation.
4. In what way did you see non-verbal communication?
5. What was the level of frustration?

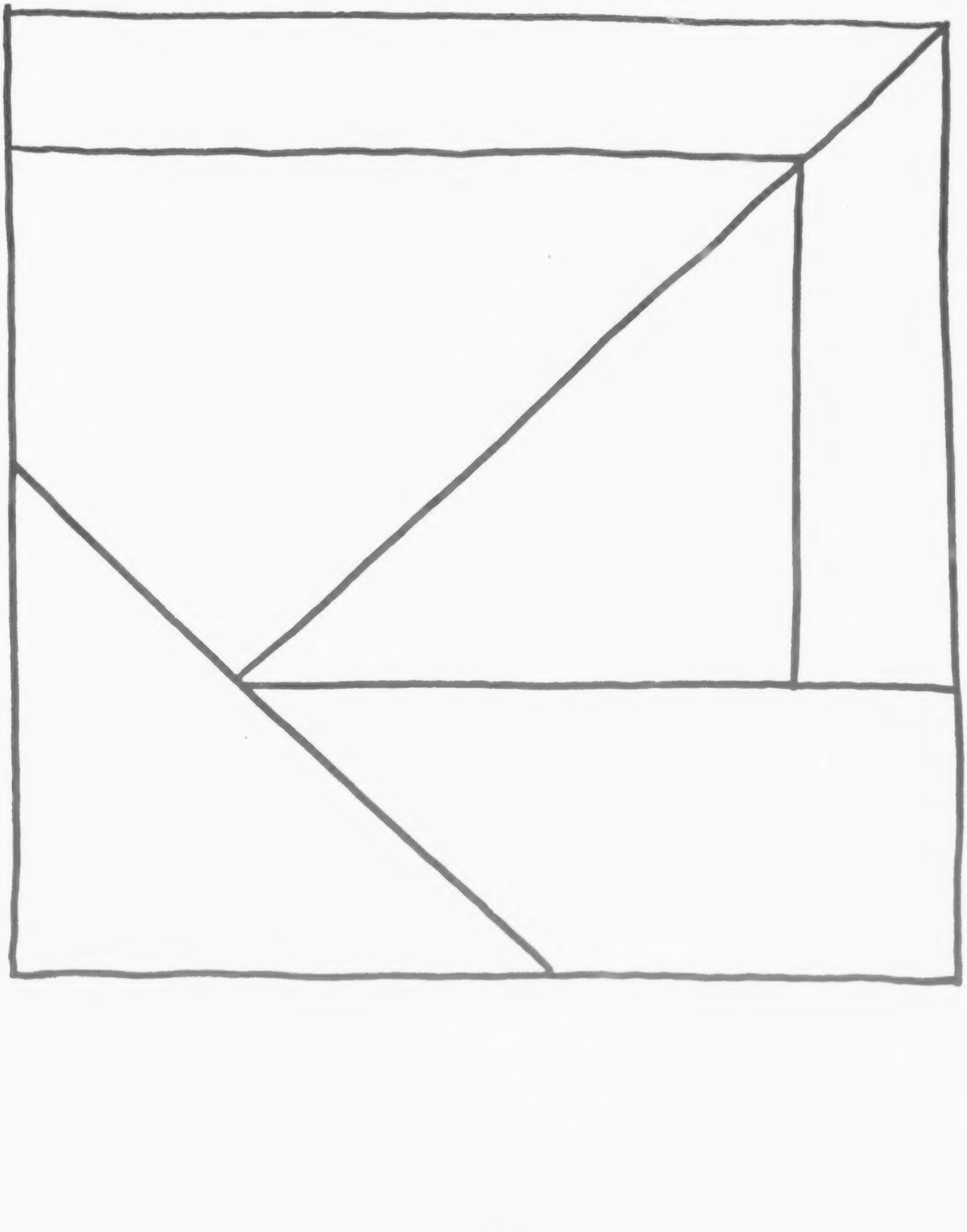
COOPERATION SQUARES - NON-VERBAL GAME



COOPERATION SQUARES - NON-VERBAL GAME



COOPERATION SQUARES - NON-VERBAL GAME



HUMAN TAPE RECORDER ACTIVITY

Student will pick a partner.
Explain to the students that this is a listening activity.
One person will be a tape recorder and the other will be a talker.
Give students a simple topic (sports, school, food, movies, etc.)

Talkers must talk about the topic for 60 seconds without stopping.

After time is up, the tape recorders will play back what was said.
Partners then switch roles and repeat process with a different topic.

DISCUSSION QUESTIONS

*How did you feel when you didn't have a working tape recorder?

*How could tape recorders improve performance?

*Did you have difficulty talking for 60 seconds straight?

*How would this relate to every day conversation?

*Etc.

NAME ____________________

MY FRIEND

Directions: How well do you know your friend. . .? I know all about him/her, almost everything, sort of or not well at all. You are to answer the questions below and then you will go to your friend and have her/him answer the questions before you show the person your answers.

1. Name your friend's favorite class.

2. Name your friend's favorite after school activity.

3. If your friend won a game show and won a trip of his/her choice where would he/she go.

4. Name your friends favorite article of clothing.

5. If you and your friend has a Saturday to spend together what would your friend plan for the two of you.

6. If your friend was going to repaint his/her room, what color would she/he choose?

7. Name your friend's favorite food.

8. Tell about a sad time in your friend's life.

9. Tell about a happy time in your friend's life.

10. What is the best birthday present you could give your friend?

11. What is your friend's favorite cartoon character?

12. What television show does your friend really like?

13. What color are your friend's eyes?

14. What talents does your friend have?

15. What career would your friend be good in?

Now ask your friend the questions you just answered and record responses on a separate sheet of paper.

How different are your answers?

What can you do to really get to know your friend?

LET ME BE ME

How Well Do You Know Your Best Friend?

Your best friend is pretty important to you, right? You've probably shared a lot of good times and bad times together. But how well do you really know him/her? Do you know your best friend's dreams for the future? Choice of a career? A lifestyle? If he/she won a lot of money, what would happen then? What could you give your friend that would make him/her happy? Successful?

If you like surprises, take this quiz with your friend, and see how well you really know each other. Your answers don't have to be long, but think about them and use your imagination. Also, your friend should be answering the same questions about you in his or her copy of CO-ED. Don't discuss anything until you're both finished. Ready, set, go! And have fun!

1

What does your friend like most about him/herself?
Physical trait ________________
____
Personality trait ________________
____

2

What would your friend most like to change about him/herself?
Physical trait ________________
____
Personality trait ________________
____

3

Who does your friend have a secret crush on?
____

4

If you could create a romantic evening for your friend, who would you choose as his/her date?
____
What activities would you plan? ____________
____
____

5

If your friend were a famous reporter and could spend a day talking with anyone in the world, what famous person would he/she choose?
____
What would he/she most want to talk about with this person? ____________
____
____
____

6

What kind of person would your best friend choose to marry? (Think about appearance, occupation, character, and personality.)
____
____
____

7

Do you predict your friend will have children? ______ If so, how many? ______ Name two unbreakable rules your friend would establish for his/her teenage children. ____________
____
____
____

8

What does your friend love most about his/her parents? ____________
____
____
____
____

9

What drives your friend nuts about his/her parents? ____________
____
____

10

What would be the best career path for your friend? ____________
First job after graduation ____________
____
Sky's-the-limit job ten years later ____________
____

11

If you were a millionaire and could give your friend a place to live, what kind of house/apartment would you build or buy for him/her?
____
What would the setting be? ____________
____

12

If your friend won $1,000 on a quiz show, what would he/she *really* do with it? ____________
____
What would he/she *like* to do with it? ____________
____
____

13

Why do you think your friend chooses to hang around with you? ____________
____
____

14

What traits do you have that your friend might wish he/she had? ____________
____
____
____

Finished? Now trade magazines and compare notes. Does your friend know more about you than you suspected? What areas of his/her life were you right-on about? If you've learned something special about your friend or had some insights about yourself through this quiz, write us a letter about it. Send it to: FRIENDS, CO-ED Magazine, 50 West 44th Street, New York, NY 10036. The most interesting letters will appear in "Feedback" in September.

—Elizabeth Fener and Elizabeth First

Name ____________ ______
Class Period ______ _____
Course ________________
Date __________________

OBJECTIVE: to exhibit an ability to get along with others.

WHAT KIND OF A FRIEND ARE YOU?

Directions: Place a checkmark (x) in the column that represents your usually behavior.

	YES	SOMETIMES	NO
1. Are you cheerful with others?			
2. Do you refrain from borrowing money from your friends?			
3. Do you compliment others on the good things they do?			
4. Do you seldom ask your friends to wait for you?			
5. Do you refrain yourself from repeating gossip you hear?			
6. Do you seldom resent it when one of your friends is friendly to someone else?			
7. Do you seldom make cutting remarks about others?			
8. Are you friends with people other than those who "rate" at school?			
9. Do you spend little time telling your troubles to your friends?			
10. Are you a good listener?			
11. Do you seldom quarrel with friends?			

FRIENDSHIP QUIZ

1. List at least 3 ways to make friends.

2. List at least 3 ways to keep friends.

3. What is the purpose of introducing people to each other?

4. Discuss the advantages of having many friends rather than one. Discuss the disadvantages.

5. What is the importance of choosing friends wisely?

6. Why do we need friends in other age groups as well as our own?

7. Why do some people seem to never have any friends?

8. Why is a person who is well behaved more likely to be accepted than a person who exhbits poor behavior?

9. What is wrong about bragging about yourself?

10 What is the difference between a friend and an acquaintance?

11. List 3 ways to overcome shyness.

12. What is a clique? Discuss the advantages and disadvantages.

13. What is a snob? How can you prevent being one?

14. Why should your parents know who your friends are?

15. Why is it a good idea to try to know people from a wide range of backgrounds?

16. If you want somebody to become a friend of yours, what would you do?

17. Discuss the statement, "Friendship carries responsibilities as well as privileges."

FAMILY FEUD GAME

Directions: Students must interview 25 people and complete answers as they do on the actual game family feud. Use the following questions as a guide.

Dating Questions

1. What is a common age girls start dating?
2. What is a common age boys start dating?
3. Where is a popular place to go on a first date?
4. How many dates before the first kiss?
5. What is the type of food eaten on most dates?
6. What is the quality that would attract you most to a date?
7. Wht is the most common excuse when you turn down a date?
8. What time do you think is appropriate for curfew?
9. How much money should you spend on a date?
10. What is the most embarrassing thing that has happened on a date?

C2A

Quick! What's your 1st reaction?

Jot down, in a word or phrase, your first reaction to each item:

Handicapped children - ____________________

Deaf (Hearing Impaired) - ____________________

Blind (Visually Impaired) - ____________________

Quadriplegic - ____________________

Cerebral Palsy - ____________________

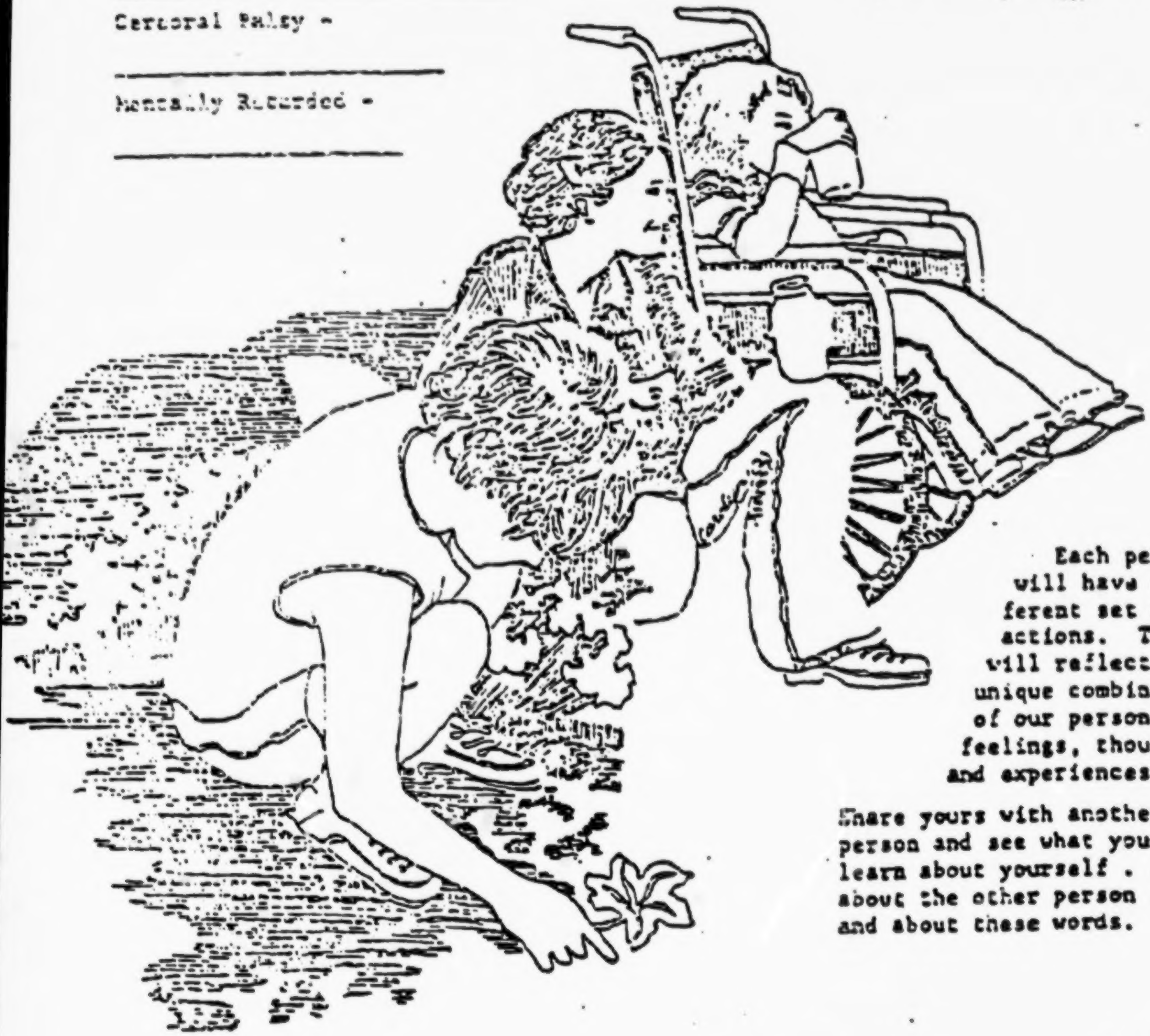
Mentally Retarded - ____________________

Learning Disability - ____________________

Least Restrictive Alternative - ____________________

Barrier Free Architecture - ____________________

Mainstreaming - ____________________



Each person will have a different set of reactions. They will reflect a unique combination of our personal feelings, thoughts and experiences.

Share yours with another person and see what you can learn about yourself . . . about the other person . . . and about these words.

ROLE PLAY HANDICAPPED SITUATIONS

Blind

Blindfold yourself. Make sure you have a BUDDY.

Try to: Leave the room.
Get a drink of water from pitcher in room. Pour it yourself.
Come back in to supply table with water pitchers.
Make a peanut butter sandwich.

Amputee

Tie one arm behind yourself. Make sure you have a BUDDY.

Try to: Untie and tie someone's shoe (or your own).
Make a peanut butter sandwich.
Comb/bursh your hair.

Wheelchair

Using a wheelchair, with a huddy;

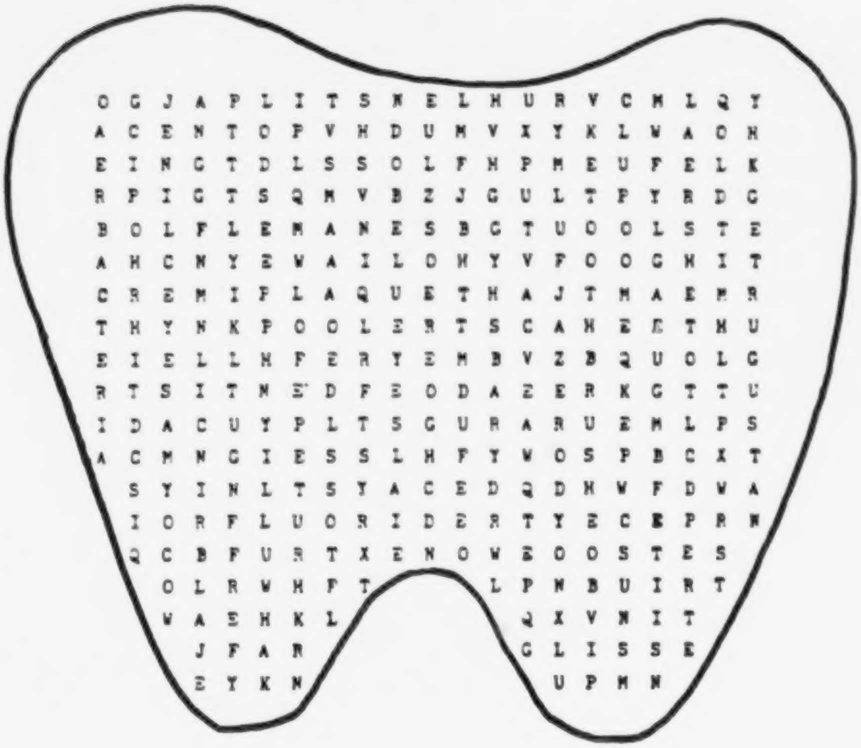
Try to: Leave the room and open doors.
Get a drink of water.
Go up/down stairs/incline or elevator.

Deaf

Try to: Watch television
Communicate with someone.
Observe at least two people talking and try to write down what they are talking about.

NAME ____________________

"HAVE A HAPPY, HEALTHY SMILE"



```
O G J A P L I T S N E L H U R V C M L Q Y
A C E N T O P V H D U M V X Y K L W A O H
E I N G T D L S S O L F H P M E U F E L K
R P I G T S Q M V B Z J G U L T P Y R D G
B O L F L E M A N E S B G T U O O L S T E
A H C N Y E W A I L O H Y V F O O G H I T
C R E M I F L A Q U E T H A J T M A E M R
T H Y N K P O O L E R T S C A N E E T H U
E I E L L H F E R Y E M B V Z B Q U O L G
R T S I T N E D F E O D A Z E R K G T T U
I D A C U Y P L T S G U R A R U E M L P S
A C M N G I E S S L H F Y W O S P B C X T
  S Y I N L T S Y A C E D Q D H W F D W A
  I O R F L U O R I D E R T Y E C E P R N
  Q C B F U R T X E N O W E O O S T E S
    O L R W H F T         L P N B U I R T
    W A E H K L             Q X V N I T
      J F A R               G L I S S E
      E Y K N                 U P M N
```

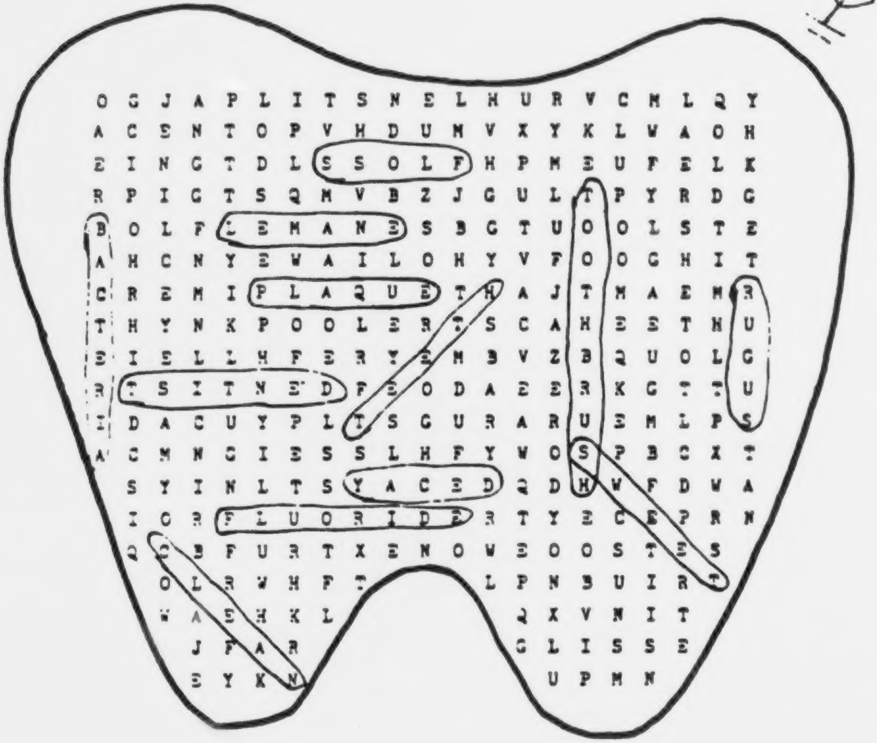
DIRECTIONS: Search for the underlinedwords below and then complete each sentence using the information that you learned in class.

1. Floss cleans between ______________.
2. A toothbrush should have ________________bristles.
3. Plaque has harmful ________________.
4. Sweet candies have lots of __________ in them.
5. Visit your dentist ____________.
6. Decay causes ____________.
7. Teeth should be taken ____________of.
8. Sugar changes to ____________in the mouth.
9. Fluoride builds ____________resistent for the tooth.
10. Enamel coats each ____________.
11. Bacteria eats away at the ____________on the tooth.
12. Clean your _________at least twice a day.

NAME ______________________

"HAVE A HAPPY, HEALTHY SMILE"

KEY



```
O G J A P L I T S N E L H U R V C M L Q Y
A C E N T O P V H D U M V X Y K L W A O H
E I N G T D L S S O L F H P M E U F E L K
R P I G T S Q M V B Z J G U L T P Y R D G
B O L F L E M A N E S B G T U O O L S T E
A H C N Y E W A I L O H Y V F O O G H I T
C R E M I P L A Q U E T H A J T M A E M R
T H Y N K P O O L E R T S C A H E E T H U
E I E L L H F E R Y E M B V Z B Q U O L G
R T S I T N E D F E O D A E E R K G T T U
I D A C U Y P L T S G U R A R U E M L P S
A C M N C I E S S L H F Y W O S P B C X T
  S Y I N L T S Y A C E D Q D H W F D W A
  I O R F L U O R I D E R T Y E C E P R N
  Q C B F U R T X E N O W E O O S T E S
    O L R W H F T       L P N B U I R
    W A E H K L           Q X V N I T
      J F A R             G L I S S E
      E Y K N               U P M N
```

DIRECTIONS: Search for the underlinedwords below and then complete each sentence using the information that you learned in class.

1. Floss cleans between teeth.
2. A toothbrush should have soft, flat bristles.
3. Plaque has harmful bacteria.
4. Sweet candies have lots of sugar in them.
5. Visit your dentist regularly. (yearly)
6. Decay causes cavities.
7. Teeth should be taken care of.
8. Sugar changes to acid in the mouth.
9. Fluoride builds decay resistent for the tooth.
10. Enamel coats each tooth.
11. Bacteria eats away at the enamel on the tooth.
12. Clean your teeth at least twice a day.

ACTIVITY

Poems, story, play about:

Fun

1. The Rise and Fall of a Twelve-Year Molar (or Tooth)
2. The Toothache and I
3. An Eyetooth Looks at the World
4. Me and My Cavity
5. Tom's Terribly Tremendous Toothache
6. Mooly the Molar

Serious Topic

1. How My Teeth Could Change My Life
2. Take Care of Your Teeth and They'll Take Care of You
3. Tooth Conversation

Posture Skit

Act out the following skit while one student reads the script. Be sure to practice before performing for the class.

"Listen folks and let me talk,
about the ways that people walk,
Illustrating all in jest,
Posture bad and at its best,
Several models will appear
Who by Posture make it clear
The bad results when people fair
Do not know or do not care.

With a slinky backward crouch,
Enters model Sarah Slouch.
Down with head and down with seat,
Here is Sarah all complete
Saggy Shoulders, sunken chest,
her diaphragm looks quite depressed.

Next we ask to introduce
Susie Swayback on the loose.
She's full of curves and simple graces,
but Susue curves in funny places.
Did you know her hollow spine
Makes her rump stick out behind?
From their chins down to their shoes
Aren't you sorry for swayback Sues?

Parades, of course, are lots of fun.
Do you look like you're in one?
Stevie Stiff, the crazy nut,
has a military strut.
From his toes to top of head,
He's so stiff he might be dead
Perhaps the army likes his kind.
The girl who does is surely blind!

Now meet Helen, round and plump,
Famous for her camel's hump.
Lots of ladies look like that
when they're lazy and they're fat.
Can she not stand tall and straight
Just because of what she ate?
Humps belong on camels, madam.
Ladies are not meant to have them.

For easy, simple natural grace,
Peter Posture sets the pace.
Head and body all aligned,
Every movement is refined
As he walks into the light,
His whole appearance brings delight.
Suppose that you were in his spot,
You'd look like Peter, would you not?

POSTURE

STANDING TALL

Your posture tells other people a good deal about your health and the way you feel about yourself. Standing tall takes practice. Always stand tall, pushing your head to the sky. Hold your shoulders back and your stomach in.

If you are standing correctly, there will be a straight line running from the tip of your ear, through the center of your body, to your ankles. Your stomach and back will be flat.

WALKING GRACEFULLY

1. Begin walking with your toes pointing straight ahead.

2. Push off with your back foot and step on to the ball of your front foot.

3. Keep your knees relaxed and your tummy in. Hold the upper part of your body still and erect.

4. When going up and down stairs, keep the upper part of your body erect and move using your knees.

SITTING

1. Stand before the chair.

2. Don't back into the chair.

3. Put one foot six to ten inches back of the other, and push the foot slightly under the chair.

4. The weight of the body is evenly distributed between the two legs.

5. Both knees relax as you bend forward from the hips, buttocks tucked under you.

6. Don't slick your skirts down over your buttocks as you sit down.

7. Your hips should touch the back of the chair.

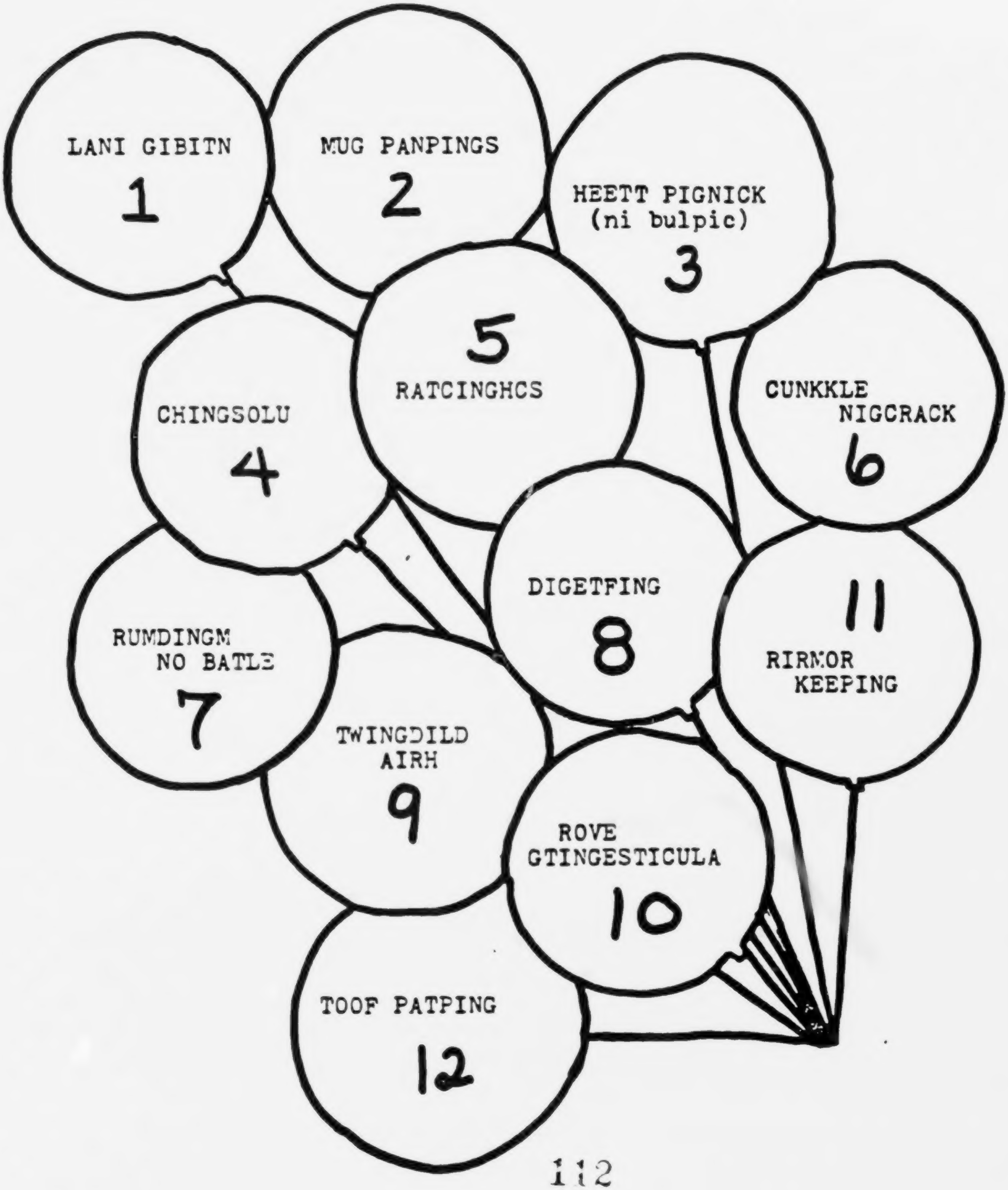
8. Your arms fall front and forwards as you sit. Slide hands and arms into your lap. Keep your hands quiet.

9. Feet positions:
   a. Stretch your feet a little in front of you.
   b. Keep the soles of your shoes on the floor.
   c. Place your feet so that the toe of one foot is about even with the arch of the other.
   d. Cross legs at the ankles.
   e. Keep knees together.
   f. Sit in the middle of your chair.
   g. Don't over do the correct sitting manners.

Getting Up From the Sitting Position:

1. If you are short, move forward before rising, using your hands to assist you.
2. With one foot slightly forward from the other, the weight will be distributed more evenly.
3. Bend forward from the hips, keeping the head up and the back straight. Come to a standing position.

POP THE BALLOONS!
THEY'RE FILLED WITH BAD MANNERISMS.

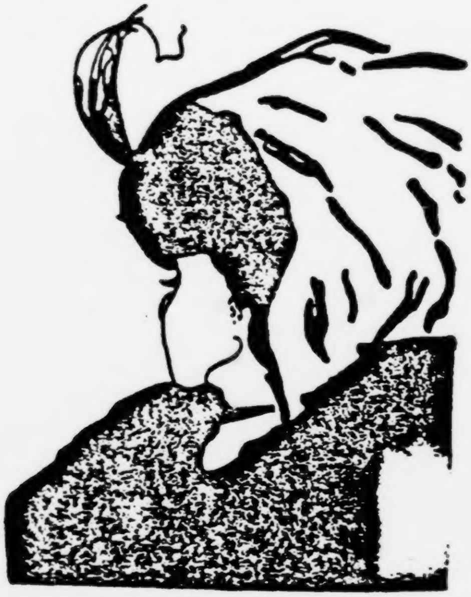

LANI GIBITN
1
MUG PANPINGS
2
HEETT PIGNICK
(ni bulpic)
3
CHINGSOLU
4
5
RATCINGHCS
CUNKKLE
NIGCRACK
6
RUMDINGM
NO BATLE
7
DIGETFING
8
TWINGDILD
AIRH
9
ROVE
GTINGESTICULA
10
11
RIRMOR
KEEPING
TOOF PATPING
12

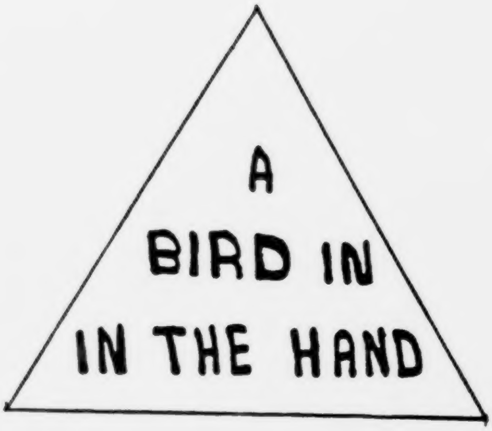
BAD MANNERISMS TO AVOID

1. NAIL BITING
2. GUM SNAPPING
3. TEETH PICKING (in public)
4. SLOUCHING
5. SCRATCHING
6. KNUCKLE CRACKING
7. DRUMMING ON TABLE
8. FIDGETING
9. TWIDDLING HAIR
10. OVER GESTICULATING
11. MIRROR PEEKING
12. FOOT TAPPING

NAME ______________________
HOUR ______________________

"SEEING IS BELIEVEING"





1. Glance at the picture on the left. What do you see?

   Now look at it again, this time more closely. What do you see this time?

   Ask the person next to you what he or she sees. Do they see the same thing that you do?

2. Why was it necessary to take a closer look, the second time?

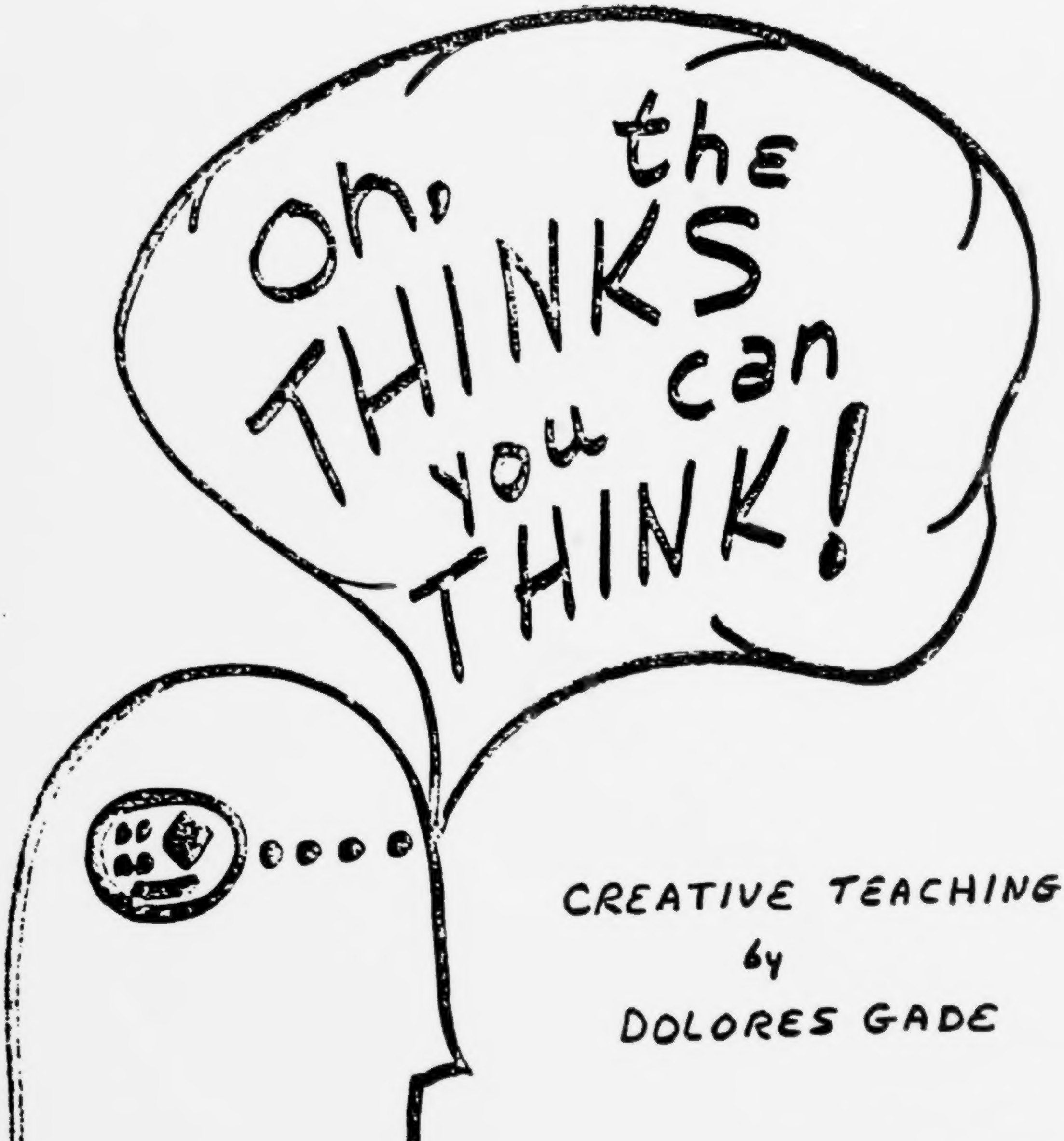
   Suggest a situation in which things might not be the way you thought they were upon first glance.

3. Read to yourself, what's in the triangle at the right. Read it again out loud (quietly). What does it say?

   Ask the person next to you to read it. What did they say?

4. Why did you read it the way that you did?

   How do people's expectations alter or change what they read? What they see?


Oh, the
THINKS
you can
THINK!

CREATIVE TEACHING

by

DOLORES GADE

WHAT IS CREATIVE THINKING?

Directions: According to your definition, which of the following statements about the nature and importance of creative thinking are true and which are false?

1. The stifling of creativity over a long period of time will result in mental breakdown? True _____ False _____

2. Common to all persons who have made outstanding scientific and artistic breakthroughs is their creativity. True _____ False _____

3. Creativity may express itself in one's dealings with children, in carrying on a business, as well as in painting a picture or writing a poem. True _____ False _____

4. Creative thinking differs from other kinds of thinking in that its products have novelty as well as value. True _____ False _____

5. Creative thinking also differs from other kinds of thinking in that problem as initially posed is clear and well-defined. True ____ False _____

6. Creative thinking requires modification or rejection of previously accepted ideas. True _____ False _____

7. Creativity occurs by chance and never when the intention is of creating. True _____ False _____

8. Society generally rewards the highly creative child. True _____ False _____

9. A person cannot be creative if he tries to understand the psychological processes by which he operates. True _____ False _____

10. The creative thinking abilities and the evaluative abilities cannot function at the same time at their highest level. True _____ False _____

11. In a democratic society it is necessary that creativity be inhibited and controlled. True _____ False _____

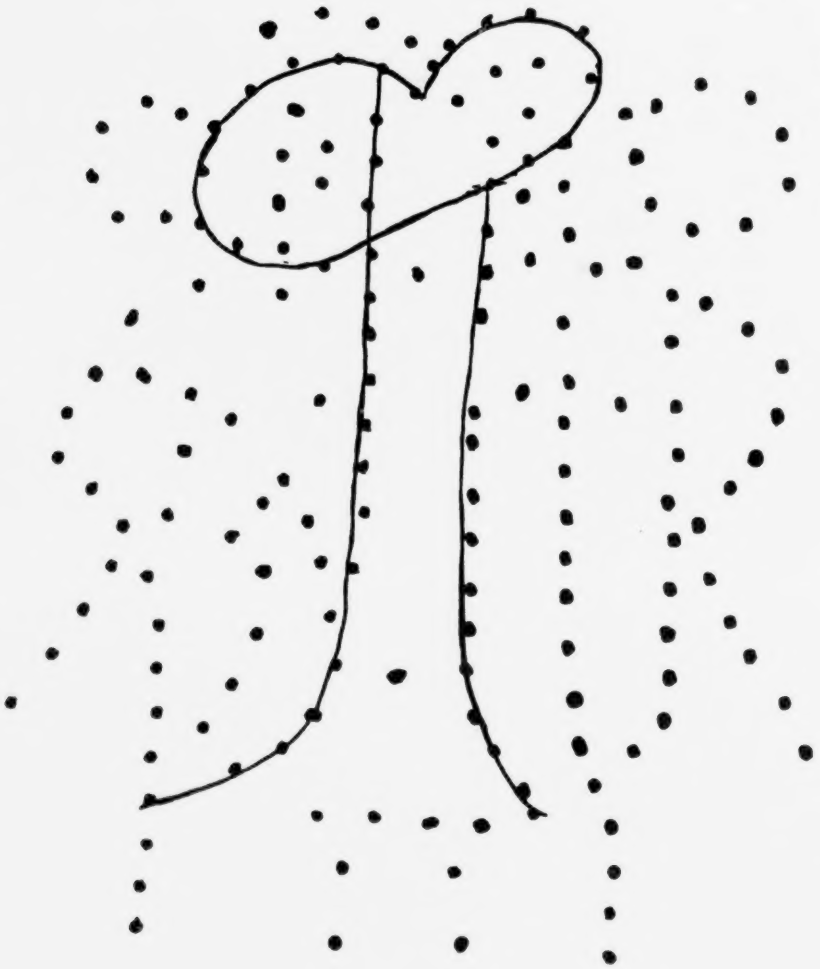
12. In creative thinking, the emotional, non-logical elements of one's personality are more important than the rational, intellectual. True _____ False _____

Answers:

1. T; 2. T; 3. T; 4. T; 5. F; 6. T; 7. F; 8. F; 9. F; 10. F; 11. F; 12. F

"BRAIN TEASER"

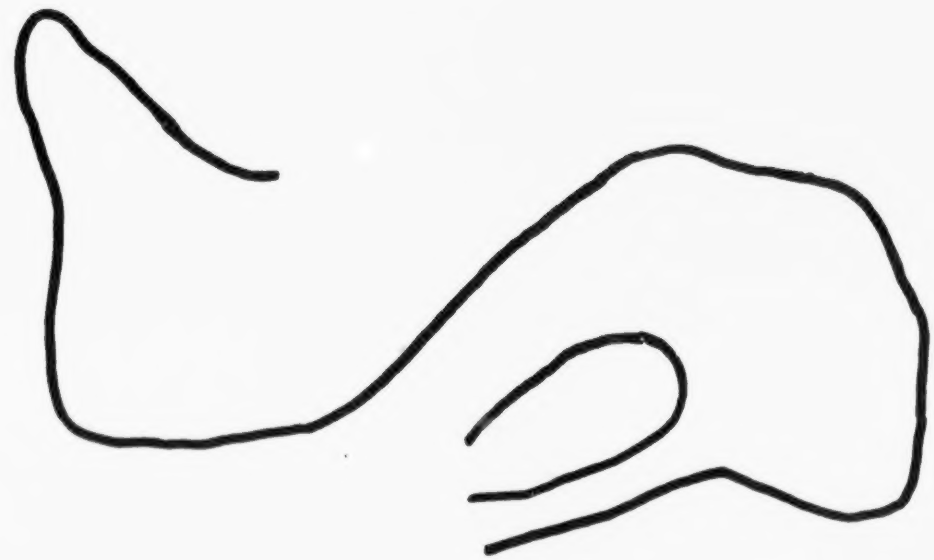
Connect the dots in any way you wish to create some realistic or abstract shape. Color in parts of the shape, if you wish, to accent your drawing.



State Problem, Issue, Concern, Objective:

Possible Approaches	Criteria For Evaluation				Hold	Reject	Ways To Modify
	☐	☐	☐	☐			
	☐	☐	☐	☐			
	☐	☐	☐	☐			
	☐	☐	☐	☐			
	☐	☐	☐	☐			

Finish the drawing and give it a title:



ANALYSIS BOARD

On an analysis board, all of the attributes or components of a problem can be rated as to their dependence upon or independence from one another. By comparing them, one at a time against each other we can also determine their degree of dependence or independence within the group as a whole. In this way the key variables are those elements which are ultimately determined to be most esstential.

Ideas may be shuffled until groups or large patterns become clear. The large pattern relationships might then be studied as essential overall definition possibilities.

Ideas having the highest number of points are the most probable ideas. However, don't discard the others too quickly. One of them may be the solution for a future issue/problem/concern/objective.

Using the suggested rating scale, judge each idea/approach by the following scores:

1 = poor

2 = fair

3 = average

4 = very good

5 = excellent

The difference between one idea and another is that one of the two more closely achieves what we intend to happen. . . problem solving concentrates on making dreams come true.

CHECKERBOARD TECHNIQUE
(Or in other words 10 x 10 technique)

Trying to improve situations and make things work better teaches us that inside of every problem situation can be found many other sub-situations. Identifying and resolving the key sub-problem as the generator of the whole situation is another way to describe the overall task of problem solving.

STEPS FOR USING THE CHECKERBOARD

1. State your problem, concern, need, issue or objective.

2. At the top of each column list 10 solutions and/or suggestions concerning the problem, concern, or issue. (These will probably be easy to think of.)

3. Under each suggestion, think of 10 suggestions. These may take the form of basic questions to explore. (NOW THE BRAIN-STRETCHING BEGINS). By multiplying your original 10 solutions by 10 other solutions in each column, you have increased the possibilities by 100. (YOU ARE NOW DIGGING DEEPLY).

4. To see new combinations, separate each column on the checkerboard. By moving the strips up and down next to each other, new relationships between the listed solutions can be seen. (THE COMBINATIONS AND RELATIONSHIPS ARE SOMETIMES ASTOUNDING).

CREATIVE QUESTIONING CHECKERBOARD

The mere asking of a question calls for courage; however, asking a question is all that is necessary to enter the state of Analysis. It is the universal method for finding out about something. It means throwing off fear and pride to determine what, why, where, when and who. The basic questions tend to be:

Who can help me solve this problem?
What has already been tried to solve this problem?
What books or references are available?
What are my resources and what is required?
Where can information be found?
What is the total scope of "world" of this problem?
Which limits can I control and which are fixed?
What is allowed and what is ruled out?
How can the rules be changed?

Begin by placing these questions across the top of the checkerboard and then "dig" for the answers.

CREATIVE THINKING PROCESS

LATERAL THINKING		VERTICAL THINKING
Awareness		Commitment
Exploration		Analysis
		Goal Setting
Ideation		
	Incubation	
Plusing		
		Organization
	Action	
		Evaluation

AWARENESS WHEEL

(A method for identifying issues, concerns, and problems related to another issue, trend, or object which may need more examination using creative problem solving techniques.)

INSTRUCTIONS FOR USE:

1. Begin by identifying an issue, trend, problem, object, or goal and placing it in the center circle.
2. Place related ideas around the circle at the ends of the lines which form the spokes.
3. Extend the spokes to form a larger wheel which identifies possible implications for each of the preceding ideas.

EXAMPLE:

Many economic issues increase productivity of our society. However, they can also create problems. An interesting way to illustrate this fact is through the use of an Awareness Board. As it expands from the circle in the middle it begins to take on a molecular shape.

SUMMARY:

As the circle expands, and becomes more complex the interrelatedness of the events or ideas become easier to see. This is a method which will help to identify issues and concerns which may require additional examination. Other problem solving techniques may be used to further analyze the ideas which were recognized.

Adapted from: Consumer Insights
J. C. Penney

MODES OF EXPRESSION PROJECT IDEAS

Suggested Techniques for Creative Projects:

- crewel
- embroidery
- crochet
- knitting
- cross-stitch
- chicken scratch
- candlewicking
- needlepoint
- latch hook
- applique
- simple quilting
- macrame
- trapunto
- scrap fabric
- collages
- crayon painting
- crayon batik
- mod podge
- liquid embroidery
- wet sand
- stained glass
- sand terrariums
- salt dough
- dried flowers
- cake decorating
- tie dyeing
- garnishes
- candy making
- role playing
- charades
- mime
- journals
- children's stories
- short stories

Suggested Projects:

- "Wuffles"*
- draft dogers*
- puff quilts*
- patch work pillows
- fabric collages
- textile wall hangings
- alphabet pillows (Simplicity Pattern Co.)
- "To-Sew" Pillows, P.O. Box 974, Malibu, CA 90265
- tie-dye t-shirts
- kites
- sports bags
- stuffed animals
- "Star Projects"--FHA
- appliques on sweat shirts
- powder jackets, vests--Altra Kits, Boulder, CO
- tote bags
- gym bags
- back packs
- soft luggage
- wallets, gym bags--Haan Crafts 625 E. Second St., Otterbein, IN 47970
- "Sew Basic" Pillow patterns--770 Chippewa Dri., Elgin, IL 60126
- back packs, gym bags, mini purses--Singer Sew Craft (Contact Singer Stores)
- beginning projects--Colo. 4-H Clothing, Unit I book (CSU Extension)

- garnishes for simple foods--sandwiches, casseroles*
- cake decorating contests--use cookies, cupcakes, etc.*
- cook-offs--hamburger meals, convenience foods
- design fruit plate/salad from a bag of fruit
- holiday ideas such as: gingerbread houses (gingerbread, graham crackers)
    - decorate cookies
    - "jack-o-lanterns"
    - egg decorating
- cut-up cakes
- invent variations for refrigerator biscuits
- micro-munchies

HOME ECONOMICS
LAB MANAGEMENT

NAME ______________________ ________
PERIOD ______________________ ________

I. Lab Management

a.	manages lab time well; is organized and works steadily	5
b.	works independently, without disrupting other student	5
c.	is self-reliant; comprehends principles	5
d.	ability to follow directions and markings accurately	5
e.	assumes share of clean-up, uses equipment carefully and properly	5
	TOTAL	50

PUFF QUILT

Sizes Chart:

Single Bed:	75" x 85" 255 puffs required; sewn 15 puffs in width, by 17 puffs length.
Double Bed:	85" x 85" 289 puffs required; sewn 17 puffs in width, by 17 puffs length.
Child size:	45" x 55" 99 puffs; sewn 9 puffs in width, 10 puffs in length.

Materials:

Single Bed: (75"x75")	6 1/2 yards muslin 6 1/2 yards assorted prints 4 1/2 yards fabric for backing quilt 3 bags polyester stuffing
Double Bed: (85"x85")	7 yards muslin 7 yards assorted prints 5 yards fabric for backing 4 bags polyester stuffing
Child size: (45"x55")	2 1/2 yards muslin 2 1/2 yards assorted prints 1 2/3 yards fabric for backing quilt 2 bags polyester stuffing

Making Your Puffs:

(1) Trace 6" square pattern onto cardboard; cut out.

(2) Using your 6" cardboard square, draw and cut out your muslin squares and your print squares. You need one muslin and one print for each puff. With the right side of your print up, stitch 1/4" seams around three sides of your pocket puff. Leave the fourth side open to stuff. Se diagram (A).

(3) Stuff pockets with an ample handful of polyester stuffing. Pin fourth side closed. See diagram (B).

(4) Stitch across fourth side, closing pocket. Diagram (C).

(5) Referring to "Sizes Chart" above, make as many puffs needed for your quilt size.

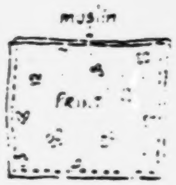


Diagram (A)

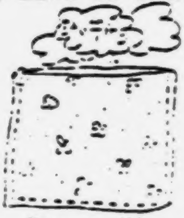


Diagram (B)

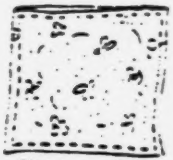


Diagram (C)

Patchwork House would appreciate your comments and suggestions. Write to
Poppy, at Patchwork House, 6241 WCR 13, Loveland, Colorado 80537

PUFF QUILT, Cont'd

Constructing Quilt:

Lay puffs out as you like them. Taking 1/2" seams, sew puffs together in rows. Join rows together to desired finished size.

Cut backing fabric to the size of your quilt, plus 2" all around to "bind" the edges with.

Attach the puff quilt top to the backing fabric by "tying" in the middle of each puff, or at the corners of each puff. With needle and yarn or knit-cro-sheen crocheting thread, we start at the top of quilt. Go through the two layers, back to the top, where you tie a double knot. Clip off excess thread to about 1" length.

Finish the edges by bringing the backing around to the top, folding under the rough edges, and pinning this down along the top edge. Whipstitch along this edge to finish. The edge may be bound with bias tape if preferred.

The Puff Quilt is completely machine-washable and machine-dryable when made with washable fabrics. The polyester stuffing will fluff to its original puffiness in the dryer after washing.

PUFF QUILT PATTERN

6" square

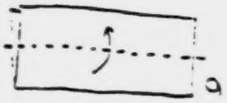
Trace pattern onto cardboard and cut out for sturdy pattern......

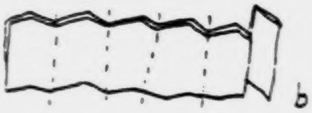
NAPKIN FOLDING

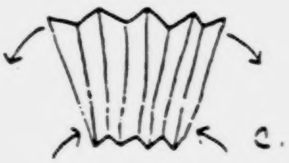
NOTE: The fold you are to make is represented by a dotted line, and arrows show the direction of folding. The solid lines represent completed folds.

FAN

Fold an open napkin double from bottom to top and crease (a). make another fold from bottom to top (a). make accordian pleats from left to right (b). press pleats firmly together. Fan out top with one hand, holding the bottom pleats tightly with the other hand (c). set on plate.

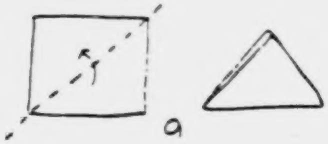


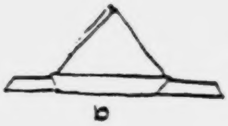


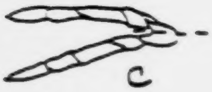


FLUTE

Fold napkin from one corner to opposite corner forming a triangle (a). Roll up the triangle from wide base to top (b). Fold roll across the middle and press down to flatten slightly (c). Place on plate or upright in a glass.

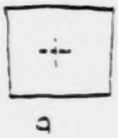


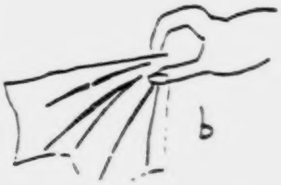


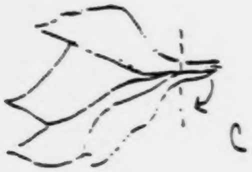


BLOSSOM

Open a napkin full (a). Pick up the napkin by the exact middle and shake out (b). Run your other hand down the napkin, pressing the top two inches together. Make a fold and bend over (c). Insert folded end into cup handle, napkin ring, or under a service plate.

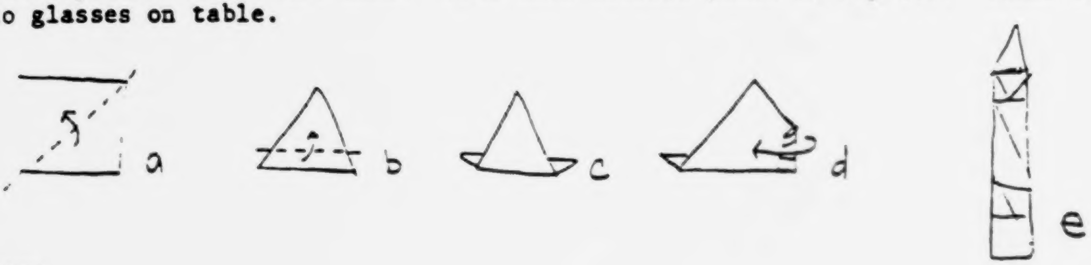






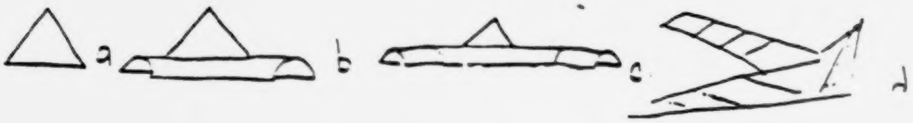
CANDLE

Fold open napkin from one corner to opposite corner (a). Make one fold up at base of triangle (b). Turn napkin over (c). Roll up (d). Tuck end into the turn-up "collar" at the base. Pull down outside point at top (e). Stand next to glasses on table.



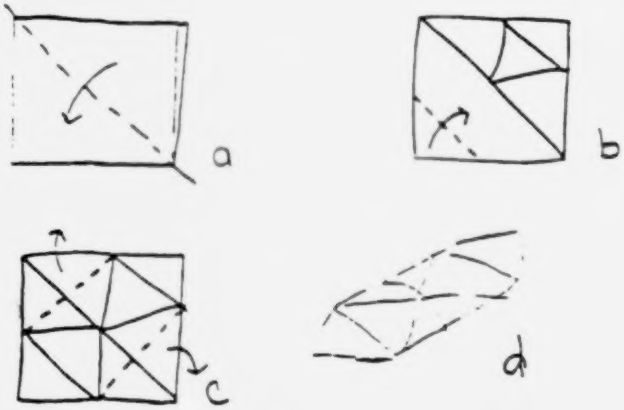
SAIL

Fold napkin in triangle (a). Roll up from botton to within 2" of top (b). Fold from right to left (c). Set upright on plate (d).



TRIANGLES

Fold a napkin twice so that it is 1/4-size, placing open edges on top and right side. Fold down the top free corner at upper right to opposite corner at lower left (a). Fold next top free corner just to the middle. Fold first corner back to meet second corner at the middle (b). Turn first corner back to meet second corner at the middle (b). Fold other two corners under to slightly overlap in middle of back (c). Turn back over (d). Place silverware in napkin or place on plate.



WHEN'S HE'S LOST, A CHILD'S BEST FRIEND MAY BE A TREE

By Carol Bolgon

Two hundred trackers searched California's Cuyamaca forest for days, looking for the 9-year old boy. Out for day hike with his family, he had wandered away.

The trackers, all professionals, checked sneaker prints and bent twigs. They divided the acreage and combed it foot by foot. They called in helicopters and dogs.

And in the end, they found him, dead from exposure, in April, just outside balmy San Diego.

The trackers were distraught. They went over their procedures, critiqued every phase of the rescue. They agreed it had been a good operation. They couldn't have done better.

But the boy could have. He got lost near his parents but, once he became disoriented, he kept wandering. If only he had stayed put, the trackers mourned.

One member of the search party, Ab Taylor, a professional tracker with the border patrol in San Diegom responded to his frustration by designing a program to teach kids what to do when they get lost. He worked with freelance writer and photographer Thomas R. Jacobs. They called their jour of story, slides and demonstrations: "Hug-a-Tree and Survive".

HUG-A-TREE HAS become popular with Rocky Mountain schools and parent groups, according to Don Lodice, who helped bring it to Colorado. Lodice principal of Littleton's Mark Hopkins Elementary School, learned about the program from a Dever woman, Mary Spalti, whose unvle teachers it in San Diego.

Children 5 and older learn to wear whistles and keep large plastic bags in their pockets when they go hiking. They learn to select a protective tree or other large landmark as soon as they realize they are lost.

They will learn to select it and hug it, to sit down beside it and wait there until rescuers arrive.

The program offers other tips b ut that is its essence. The whistle helps children signal their location. The plastic bag-with a hole cut for a small face-keeps them warm and dry and the tree is a shield and an anchor comprehensible to a young mind.

Children should also wear bright clothing in the wilderness, somethingk distinguishable by helicopter from natural cover, Lodice said.

CITY CHILDREN can benefit from Hug-a-Tree training even if they never ventrue into the mountains.

"I heard pople calling: 'The childwon't leave the tree,'" recalled Nancy Kraft, who organizes the Hug-a-Tree presentation. "I knew right away what was happening."

So Kraft jointed the crowd trying to help a preschooler separated from his other in Denver's Cook Park. She told them he was correct in refusing to go with strangers. Kraft asked him where he thought his mother might be. "'You stay with your tree and we'll bring Mom to you, I told him,'" she said.

Kraft also told of a small child lying in the aisle of an Aurora Mall department store. He was hugging thefloor until his mother came; it was the biggest thing he could find, she said.

When He's Lost, A Child's Best Friend May Be A Tree
Page Two

"We nag and nag our kids not to get lost but we never tell them whatto do if theyget lost," she said.

Unfortunately, lack of preparation is the biggest cause of children getting lost in the mountains, according to the Jefferson County Sheriff's Department. Whistles and bags are the least oftheir concerns; the sheriffs wish kids would take jackets.

"I've never been involved in a search where we found thekid with any kind of gear," Lt. Dennis Porter said. Porter said the children are frequently new to the mountains and don't respect the risks. The sheriff's education program also emphasize "staying put," he said.

WHEN KIDS REALIZE they are lost, they should find a place and sit, Porter said. They should tell someone when and where they are going and when they will return, take warm clothing and go with a friend.

Children ages 4 to 8, newly independent but not too responsible, ae the most likely to become separated from their parents, Porter said. But his department has received very few calls in the past several years about missing children. Parents are more watchful now because they fear abduction, Porter said.

Kraft has 80 Hug-a-Tree presentations booked this month in the metro area. Programs are scheduled by libraries and schools in Westminster, Littleton, Northglenn, Lakewood, Englewood and unincorporated Jefferson and Arapahoe counties.

Other groups interested in the program may call Kraft, 751-3951.

Aurora Sentinel, April 18, 1984, pg. 41.

Help catch a crook!

FILL IN ALL THE BLANKS

and give to the
first police officer on the scene.

Vehicle License, Make, Color

Direction of Escape

METHOD OF ESCAPE
☐ FOOT
☐ VEHICLE

NUMBER OF SUSPECTS

RACE SEX

AGE

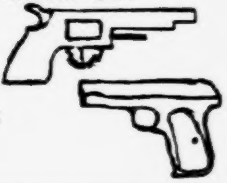
HEIGHT

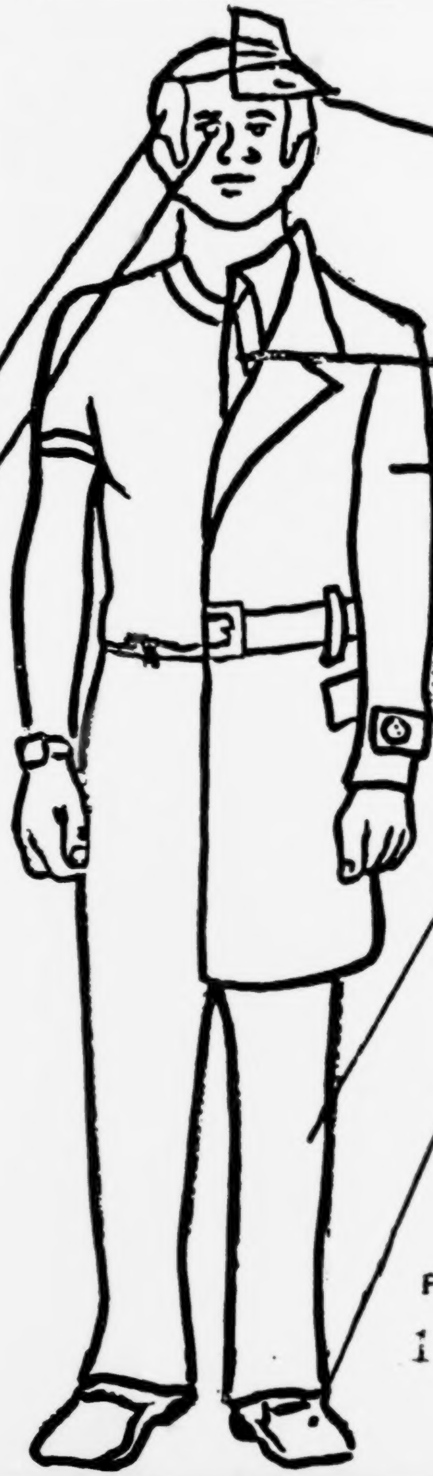
WEIGHT

HAIR

EYES

TYPE OF WEAPON
☐ HANDGUN
☐ REVOLVER
☐ AUTOMATIC
☐ OTHER





SCARS OR MARKS:

Hat (Color, type, etc.)

SHIRT

COAT

PANTS

SHOES

OTHER REMARKS

REPORT
CRIME
IMMEDIATELY!

SPEAK CLEARLY

*Stay on
Telephone . . .
Don't hang up!*

FORT COLLINS POLICE DEPARTMENT
[illegible] LaPorte Avenue
Fort Collins, Colorado

911

SUSPICIOUS INCIDENT

DATE________ TIME_______ LOCATION______________________________

DESCRIPTION OF PERSON(S)__________________________________

____

____

DESCRIPTION OF VEHICLE______________________ LICENSE NO._________

INDICATE WHAT OCCURRED_______________________________________

____

____

DATE________ TIME_______ LOCATION______________________________

DESCRIPTION OF PERSON(S)__________________________________

____

____

DESCRIPTION OF VEHICLE______________________ LICENSE NO._________

INDICATE WHAT OCCURRED_______________________________________

____

____

DATE________ TIME_______ LOCATION______________________________

DESCRIPTION OF PERSON(S)__________________________________

____

____

DESCRIPTION OF VEHICLE______________________ LICENSE NO._________

INDICATE WHAT OCCURRED_______________________________________

____

BE ALERT AND OBSERVE

This side of the page is intended to be used for suspicious incidents that occur where the person acted suspiciously, but did not commit a crime. The information you record at this time may provide a valuable lead to the police regarding a crime which may occur at a later date and time.

AREA: DEVELOPING SELF

UNIT: PERSONAL SAFETY

Ask student groups to roleplay the following preventative situations. If you let them draw the last 15 minutes of the period that will allow them to bring props the following day. Teacher may remove parentheses.

You have been shopping at the mall. The mall is closing and you don't have a ride home. It is dark and you just spent your last 25¢ on Donkey Kong. (hitchiking).

You and a friend are walking home from school and a car begins slowly following you. You have tried to ignore the people in the car, but your friend is encouraging them. (rape, kidnapping, dealing with strangers).

A friend tells you somethink about her family that seems unusual to you. Her father's behavior seems overly friendly. (incest)

You have invited a friend to spend the night. You've eaten everythink in sight and are bored with TV, so you decide to get ready for bed. As your friend is undressing, you notice several large bruises on their body. (abuse)

A friend seems very quiet and withdrawn lately and they seem to have a lot on their mind. You have noticed that they have not taken their English book to class lately. When you tell them they can borrow yours they say, "Don't worry about it, I won't need it because I'm not going to be around much longer". (suicide, runaway)

You and your parents are on vacation and have stopped to shop in a large mall. You have somehow gone into the lower level stores and have come out through a different door to discover that you are lost. (lost)

Your scout troop has been mountain climbing. You and a friend have somehow managed to get separated from the group. You have not heard or seen anyone in the last half hour and realize that you are lost. You are close to the top of the mountain and dark storm clouds start rolling in. (getting lost, lightning)

You and a friend have just come out of a movie and are approached by a stranger. This person offers you a modeling job and wants to go to McDonalds and buy you a hamburger and coke and explain the job and your salary. (rape, kidnapping, dealing with strangers)

IT'S THE LAW. . .
Dealing with suspected cases of child abuse and neglect

By Patricia McGuire

CASE: "Beth, Mrs. Jones wants you to babysit tonight," said Mrs. Smith to her daughter as Beth arrived home after school. "I told her you'd call as soon as possible."

Beth sighed and made a face. "I really hate going over there, Mom," she said quietly. "Mr. Jones always yells at the kids, and sometimes he hits them."

Mrs. Smith glanced sharply at Beth and said in a stern tone, "That certainly doesn't sound like a good reason to pass up this job. You know the Joneses pay very well, and you need the money for your class trip. They way the Joneses discipline their children is really none of your business."

Beth knew she could probably earn $8 to $10 for an evening with Tommy and Sarah Jones, ages six and three. And, she did need the money. Reluctantly, Beth called Mrs. Jones and made the babysitting arrangements.

When Beth arrived at the Jones' house, the children were no where in sight. Mr. and Mrs. Jones were all dressed and ready to leave.

"Tommy and Sarah were just awful today," said Mrs. Jones in a tired voice. "We've already put them in bed, and they're not allowed to leave their rooms for any reason. You should have a quiet evening, Beth."

Uneasily, Beth settled down in the living room and started her homework. After several minutes, she heard a quiet rustling noise in the hallway. Beth went to investigate and discovered Sarah sitting halfway up the stairs.

"Tommy's crying," said Sarah softly. "Daddy spanked him real hard. Can you come up with us?"

Beth followed Sarah to the second floor. They could hear Tommy crying as they approached his room. Beth opened the door slowly and immediately saw that the room was a mess--as if some kind of fight has taken place.

"Hey, Tommy, it's me, Beth," she said gently. Tommy's wailing grew louder. Beth went to the bed and carefully tried to roll him over. Tommy screamed, clutching his shoulder.

As Tommy turned over, Beth saw that his face appeared to be bruised. One eye was beginning to swell and his lower lip was cut. However, she was most concerned about the paid he seemed to have in his shoulder. "Can you move your arm?" Beth asked Tommy. He shook his head and cried more.

Beth was scared. She wasn't sure what was wrong with Tommy, but she felt he might be seriously injured. She didn't know where to contact Mr. and Mrs. Jones, so she called her mother for help.

Because her daughter sounded quite upset, Mrs. Smith agreed to come. She helped Beth calm Tommy, then they went into the Jones' kitchen for a chat.

"Mom, shouldn't we take him to the hospital or something? What if he's got a broken bone or a dislocation?" said Beth, anxiously.

"Beth, he's just being hysterical. There's nothing seriously wrong with Tommy. Taking him to the hospital would just cause alot of complications, and we don't want to get involved. He'll be fine until they get home," said Mrs. Smith, putting on her coat.

"Okay, maybe he's alright this time," said Beth angrily, "but what about the next time, or the next? Isn't there something we can do to stop this from happening?"

"Beth, this is the last time I'm telling you. It's none of your business, or mine. I don't want to hear you talk this way again. I'll see you at home," snapped Mrs. Smith. She slammed the door behind her.

If you were Beth, what would you do?

A person in Beth's situation is faced with several options--

*say nothing, forget about the whole matter and avoid getting involved;
*discuss the problem with another reliable person; or
*report the case of suspected child abuse to the police or a local child protection agency.

No one knows for sure how many children suffer abuse and neglect in this country. Estimates range from the hundred thousand mark to several million annually.

Whatever the actual numbers, most people agree the problem is very large and serious. Some people term the problem an "epidemic." That's why, over the last two decades doctors, nurses, teachrs, psychiatrists,child advocates, parents and children themselves have worked to change attitudes from "it's none of our business," to "child abuse is everyone's business."

The federal government and all 50 states now have laws dealing with child abuse prevention and treatment. "Prevention" and "treatment" and very important words. The laws are designed to help famililties that have problems, not punish them.

In very extreme cases, abusive parents may be subject to criminal charges and penalties. Parents might even lose custody of their children permanently. However, those actions are for extreme cases. The law, and the professional men and women working with the law, usually prefer to try to keep families together and to treat them through therapy programs.

All of the state laws require certain professionals--doctors nurses, teachers and child care workers--to report suspected cases of child abuse. Some states require "any person" who has reason to be aware of possible child abuse to make a report.

Even if a person is not required by law to report a suspected case of child abuse, the person may make such a report if he or she truly believes it necessary. The law encourages voluntary reporting of suspected cases of child abuse by guaranteeing that any person making such a report cannot be sued if the report turns out to be mistaken.

So, from a legal point of view, Beth would be acting properly if she immediately chose the third option listed and reported Tommy's case to the local child protection agency. (Phone numbers are listed in the telephone directory under the state of county government. The polic department could also be called.) However, before taking such a step, Beth may need to sort out her thoughts with a counselor. Beth would be acting wisely if she discussed the problem with a teacher, school counselor, minister or other reliable, confidential source of advice.

How does Beth--or anyone in a similar situation--decide that a child might be abused?

Personal definitions of "child abuse" and "child neglect" vary widely. Some people believe that any form of hitting a child is abuse. Other people accept fairly severe forms of corporal (physical) punishment as a necessary part of child rearing. Tommy's case demonstrates the conflict that sometimes exists between the rights of parents to raise their children, and the rights of children to be free from harm.

In recent years, federal and state laws have set some generally accepted definitions for abuse and neglect. The two terms, in fact, describe two very different types of mistreatment of children--both equally harmful. While the specific definitions vary from one state law to another, most current laws define abuse and neglect as follows"

1) Child abuse--harming or threatening to harm a child physically, including "excessive" corporal punishment; or performance of sexual act with a child. (In some states, child pornography may be considered as child sexual abuse.)

2) Child neglect--harming a child by failing to provide adequate food, clothing, shelter, and medical and dental care, supervision and education.

Even with these broad guidelines, making a decision in a particular case can be very difficult. However, a person in Beth's situation should remember that it's not necessary, nor possible, to be certain a child is being abused or neglected.

A babysitter, a day care worker, a teacher or any ordinary citizen can only suspect what might be the case, given there are indications of child abuse and neglect. (See box listing indicators.) That suspicion is enough to report the case to the professionals who are responsible for determining whether a child is, in fact, abused or neglected.

In Beth's situation, Tommy's facial bruises are a strong indicator that this family may need help. If Tommy's shoulder or arm are really injured, that fact strengthens the case in favor of making a report.

If Beth decides to call the local child protection agency, what will happen to the Jones family?

Information gathering is the important first task for the child protection workers. The process will start the minute Beth places her call. She needs to be ready to share all of the information she has, including identity of the family and children, their location and details of the incident that prompted her call.

After receiving Beth's report, the agency will check its records to determine whether anyone else has made a report about the Jones family. Other reports would weigh heavily in the social worker's final report. In some states, records of child abuse and neglect reports are maintained on a centralized system.

The next step in the investigation normally would involve a visit by the case worker to the Jones' house, to see the children and to talk with the parents. This visit is important to help the social worker--

*determine whether any action needs to be taken immdediately to protect the children from further harm;
*see the family's physical environment; and
*observe the behavior of the parents and children, as well as to hear their versions of the problem.

Professional child abuse investigators are trained to look for certain types of behavior in children and parents that might indicate an abuse or neglect situation.

Once the agency completes the investigation, the social worker writes a report that sets forth all of the facts, as well as a "judgment" of whether the facts support the charge of abuse. Depending upon the findings and the law of the particular state, the case might be referred to family court, or even to criminal court. Or, again depending on the facts and findings, the family might agree to enter a treatment program planned and supervised by the child protection agency.

WARNING SIGNS

General indications of child abuse may include--
*bruses and welts on infants-as well as older children and teens-particularly if they appear in unusual patterns or clusters.
*burns in unusual patters, or of a severe or repeated nature.
*cuts, scrapes or bruises on the face or other parts of the body.
*broken bones (or indications of many old, healed breaks discovered by a doctor), dislocated joints and internal bleeding.

General indications of child neglect may include--
*lack of good food and clothing
*lack of medical or dental care
*insanitary housing conditions
*improper supervision, such as being left in the care of other young children.
*failure to attend school regularly.

WHEN YOU NEED HELP

Parents Anonymous, a national self-help group with over 1,500 chapters nationwide, has helped thousands of parents end or avoid child abuse situations.

In addition to helping parents cope with crisis in nonabusive ways, Parents Anonymous has recently begun to form chapters for teenagers trying to cope with abuse. If you, a friend or neighbor needs help, call Parents Anonymous' confidential, toll-free number--

800/421-0353 (nationwide)
800/352-0386 (California only)

FOR MORE INFORMATION

Your FHA/HERO chapter can get information and resource materials (including audiovisuals) on child abuse prevention from--

The National Center on Child Abuse and Neglect
U.S. Children's Bureau
P.O. Box 1182
Washington, DC 20013
703/558-8222

HOW YOU CAN HELP

Awareness and education are the critical first steps toward preventing child abuse and neglect in your community.

As a start, your FHA/HERO chapter could research the information needed to complete the repoductible handout on this page. Then fill in the blanks, photocopy the form and distribute copies to classmates, teachers, child care workers, neighbors and your school and community newspaper editors. (When trimmed, your handout will fit, without folding, in a standard size business envelope.)

FACTS AND CONTACTS TO HELP YOU PREVENT CHILD ABUSE

1. For information about child abuse and neglect write--
   The National Center on Child Abuse and Neglect
   U.S. Children's Bureau
   P.O. Box 182
   Washington, DC 20013
   703/558-8222

   There are a number of other organizations-many with local chapters-you might list.

2. For immediate, personal and confidential help call--

   Parents Anonymous
   800/421-0353 (nationwide)
   800/352-0386 (California only)

   Include local crisis hot line numbers too!

3. Following are the legal descriptions of what constitutes child abuse and neglect in our state:
*Child abuse-

____

____

*Child neglect--

____

____

Contact an attorney in your town-or the legal department of a child protection agency-for a brief but accurate descriptions.

4. People who MUST, by law, report suspected case of child abuse are--

______________________ ______________________

______________________ ______________________

______________________ ______________________

People who may report suspected cases of child abuse are--

______________________ ______________________

______________________ ______________________

______________________ ______________________

Note: You can not be sued for reporting suspected cases of child abuse if the report turns out to be mistaken.

Again, get this information from an attorney so you know it is accurate.

5. If you suspect a possible case of child abuse, report your concerns to the following:
Local Government Agencies

____ ____________
Phone

____ ____________

____ ____________

____ ____________

Child Protection Agencies

____ ____________
Phone

____ ____________

____ ____________

Note: Child abuse laws and agency programs are designed to help families that have problems, not punish them.

List both agency names and telephone numbers.

This material compiled and distributed courtesty of the

____

HERE'S ANOTHER CHAPTER PROJECT IDEA!

Organize a panel discussion on child abuse, prevention and treatment, then invite classmates, teachers, parents and members of your community to hear such people as--
*a case worker from a local child protection agency,
*a representative from a nearby chapter of Parents Anonymous,
*a police officer who handles domestic violence cases,
*a family therapist,
*a doctor or other health care professional,
*a child care professional.
Be sure to give everyone attending a copy of your handout.

Credit your FHA/HERO Chapter.

CONCEPTUAL OUTLINE FOR BEING A FAMILY MEMBER

- I. Family Member Responsibilities
  - A. Define Family
    - 1. Past
    - 2. Present
    - 3. Future
  - B. Needs of the Family
    - 1. Physical
      - a. Home
      - b. Clothing
      - c. Financial
    - 2. Emotional
      Love and Affection
    - 3. Intellectual
      Education
    - 4. Social
      - a. Peers
      - b. Adults
      - c. Children
      - d. Elderly
      - e. Others
    - 5. Values and Goals
      - a. Spiritual
      - b. Principles and Standards
      - c. Setting Goals
  - C. Roles of Family Members
    - 1. Mother/father
    - 2. Son/daughter
    - 3. Relatives/friends
    - 4. Extended family members--
      Step parents/families
    - 5. Sibblings
  - D. Family Communications and Interactions
    - 1. Sharing Problems
      - a. Individual
      - b. Family
    - 2. Communication Skills
      - a. Verbal/non-verbal
      - b. One-way/multi-communication
      - c. Listening
    - 3. Decision Making/Problem Solving
      - a. Identify problems
      - b. Identify possible solutions
      - c. Identify resources
        - 1. Parents
        - 2. Guidance Counselors
        - 3. Teachers and Friends
      - d. Implementation
      - e. Evaluation
    - 4. Family Problems
      - a. Divorce
      - b. Death/suicide
      - c. Separation
      - d. Alcohol/drugs
      - e. Breaking law (shoplifting)
      - f. Abuse/incest
      - g. Others

- II. Foods and Nutrition
  - A. Nutrition
    - 1. Basic Four
    - 2. Nutrients
    - 3. Dietary Guidelines
    - 4. Special Nutrition
      Requirements
      - a. Weight control
      - b. Sports
      - c. Pregnancy
      - d. Health Problems
  - B. Kitchen Procedures
    - 1. Safety and Sanitation
    - 2. Equipment
    - 3. Measuring
    - 4. Reading and following
      directions
    - 5. Organizing Resources
      (Time, Money, Energy)
  - C. Tablesettings and Manners
  - D. Meal Planning/Preparation
    - 1. Snacks
  - 2. Simple Meals
    - 3. Fast Foods
    - 4. Foods for Special
      Occasions

III. Health and Safety
- A. Family Physical Fitness
  - 1. Nutritional needs of family members
  - 2. Importance of regular exercise and rest
  - 3. Coping with stress
- B. Home Safety Equipment
  - 1. Fire extinguisher
  - 2. Child proofing
    - a. electrical outlet protectors
    - b. door latches
    - c. stairway gates
    - d. medicine cabinets
- C. Safety Hazards in the Home
  - 1. Kitchen
  - 2. Bathroom
  - 3. Rest of House
  - 4. Outdoors
- D. Storage of Hazardous and Poisonous Substances
  - 1. Kitchen
  - 2. Laundry
  - 3. Garage
  - 4. Bathroom
- E. Household Security Procedures
  - 1. Neighborhood watch
  - 2. Burglar Alarm
  - 3. Reliable Locks
- F. Emergency Evacuation Drills
  - 1. Fire
  - 2. Tornado
- G. First Aid Techniques and Supplies
  - 1. Minor Cuts
  - 2. Burns
  - 3. Falls
  - 4. Poison
  - 5. CPR, mouth to mouth, choking
  - 6. Emergency telephone numbers
- H. Household Sanitation
  - 1. Cleanliness
  - 2. Food Storage and Preservation
  - 3. Sanitation in the Kitchen
  - 4. Pest Control

IV. Clothing Care
- A. Repair
  - 1. Sewing on buttons, fasteners
  - 2. Ironing/sewing on patches
  - 3. Hemming
  - 4. Simple repairs
  - 5. Mending seams
  - 6. Simple alterations
- B. Laundering
  - 1. Use and care of laundry equipment (including energy conservation)
  - 2. Care labels
  - 3. Purchasing laundry aids
  - 4. Laundering procedures (including ironing)
  - 5. Stain removal
  - 6. Dry cleaning
  - 7. Seasonal storage

CONCEPTUAL OUTLINE FOR BEING A FAMILY MEMBER

V. Personal Living Space
  A. Room Personality
    1. Furniture
    2. Accessories
    3. Color
  B. Areas
    1. Sharing a room
    2. Furniture arrangement
      a. Study
      b. Sleeping
      c. Social
      d. Dressing
  C. Storage
    1. Inexpensive
    2. Organization
  D. Room Care
    1. Daily
    2. Weekly
    3. Occasionally
  E. Room Revival
    1. Budget Decorating
      a. Paint and paper
      b. Fabric
    2. Simple Repairs
      a. Electric cords
      b. Faucet
      c. Hole in the wall
      d. Other
  F. Energy Conservation
    1. Follow the Sun
    2. Seasonal
    3. Day/night
    4. Preventing Waste
      a. Drippy faucets
      b. Rugs/carpet
      c. Other

VI. Transportation
  A. Modes of Transportation
  B. Schedules
    1. Obtaining
    2. Interpreting
  C. Travel Etiquette
    1. Tips
    2. Manners
  D. Packing a Suitacase
  E. Bicycle
    1. Rules and regulations
    2. Maintenance

CONCEPTUAL OUTLINE FOR BEING A FAMILY MEMBER

- VII. Social Events and Leisure Time
  - A. Social Skills
    - 1. Etiquette
      - a. Manners
      - b. Introductions
      - c. Social Correspondence
    - 2. Entertaining
      - a. Organizational skills
      - b. Budget
      - c. Refreshments
      - d. Activities
  - B. Use of Leisure Time
    - 1. Considerations
      - a. Cost
      - b. Time
      - c. Skills
      - d. Age/health
      - e. Community resources/availability
    - 2. Family/Group/Individual
    - 3. Passive/Active
    - 4. Low-cost Activities
- VIII. Pets
  - A. Choosing a Pet
    - 1. Pet Selection
      - a. Cost
      - b. Type of animal
      - c. Facilities available
      - d. Evaluate needs of animals
    - 2. Method of obtaining pet
      - a. Newspaper
      - b. Pet store
      - c. Dog pound
      - d. Humane Society
  - B. Caring for Your Pet
    - 1. Nutrition
    - 2. Health
    - 3. Grooming
    - 4. Safety
    - 5. Sanitation
    - 6. Legal responsibilities
  - C. Learning More About Your Pet
    - 1. Obedience training
    - 2. Teaching tricks
  - D. Parting From Your Pet
    - 1. Giving away
    - 2. Death

EA: BEING A FAMILY MEMBER
IT: FAMILY MEMBER RESPONSIBILITIES

NCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
. Define Family 1. Past 2. Present 3. Future	The student will: Identify family characteristics and differences. Relate how change has influenced the past, present, and future family as a unit of society.	-Make slide/tape presentation of different families. Discuss as slides are presented. -Interview parents, grandparents, relatives or neighbors to see how families have changed from generation to generation.* -Report findings of survey to class. -Make a collage, bulletin board, or mobile of present families. Draw a portrait of your family. -Read articles or books focusing on families -View video tape of television programs that deal with families. -Write a different family configuration on each of 12-15 pieces of construction paper, i.e. mom, dad, 2 kids, and dog. (traditional). Mom and 2 kids; Dad, his girlfriend, and 3 kids; 20 year old female with 3 younger brothers and sisters; mom and her son with step-dad and his son; husband and wife, grandma and grandpa, etc. In small groups using the labeled construction paper, find pictures to glue on the paper as a "concrete" example. Have each group present their "family" poster to the class and discuss definition of the family. -Complete My Family House then discuss various family styles. -Make a poster on future families. -Teacher Option: Class can be divided into groups and have one group of students interview one age group, etc.

AREA: BEING A FAMILY MEMBER
UNIT: FAMILY MEMBER RESPONSIBILITIES

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
B. Needs of the Family 1. Physical Home Clothing	The student will: Identify how physical needs differ in each family.	-Make a collage or poster showing the physical needs of a family. -Brainstorm why families need physical things. How important are they? -Write a report on how the physical needs of your family have changed over the past year. -Compare the physical needs of various families in different countries. -Prepare short skits depicting how physical needs differ in families in different countries.
2. Emotional	Recognize that love, affection, belonging, and recognition are essential needs of family members.	-List ways of describing "love". -View bulletin board-"Love Is". -Complete open-ended sentences on love. -Discuss the emotional needs of self and others. -Complete an interview of a family to determine what needs are essential to the family -Make a mobile showing physical needs of a family.
3. Intellectual	Comprehend that intellectual stimulation is a continual activity.	-Have a panel discussion on pros and cons of education. -Complete graffitti board-"Why Education?" and have students fill in with their statements.

AREA: BEING A FAMILY MEMBER
UNIT: FAMILY MEMBER RESPONSIBILITIES

<table>
<tr><th>CONCEPTS</th><th>OBJECTIVES</th><th>LEARNING/EVALUATION STRATEGIES AND RESOURCES</th></tr>
<tr><td>4. Social</td><td>The student will:
Recognize that social skills are an important part in being a family member.</td><td>-See activities in "Young Living" Student Guide Deborah Stone-Bennet Publishing Company, Peoria, IL 61615
-Have panel discussion: "Activities we do together as a family."
-Make a collage or bulletin board on "What Your Family Does Together". Identify the various activities and family members who are participating.
-Be a member of a team. Each team goes to the board and lists as many specific activities in the picture as they can (set a time limit). The team with the most activities listed can be given a prize or award.
-Show slides or pictures of families doing various social activities. Have students put activities into groups as to the amount needed to become involved or have fun doing them.
<table>
<tr><th>Short Time</th><th>Half Day</th><th>Full Day</th></tr>
<tr><td>Birthday</td><td>Picnic</td><td>Camping</td></tr>
<tr><td>Eating together</td><td>Sailing</td><td>Canoeing</td></tr>
<tr><td>Watching T.V.</td><td>Boating</td><td>Bike Trip</td></tr>
<tr><td>Playing ball together</td><td></td><td></td></tr>
</table>
-View filmstrip-"You and The Group"
Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570</td></tr>
</table>

UNIT: FAMILY MEMBER RESPONSIBILITIES

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
5. Values and Goals	The student will: Identify individual needs of self and others to determine family goals and values.	-Brainstorm "Why do we need values and goals?" -View filmstrip-Life Goals, Human Relations Media, 175 Tompkins Avenue, Pleasantville, NY 10570 Resource: Values Clarification, Simon, Howe, and Kershimbaum. (79 activities)
	Define the values and goals a family needs.	-Roleplay situations concerning values. -Make a list of goals and values in the two areas in order of importance to the student
C. Roles of Family Members 1. Mother/father 2. Son/daughter 3. Relatives/friends 4. Extended Family Members Step-parents/families 5. Siblings	Describe the roles of individual members in a family, and the role differences among families.	-Using T.V. families or a current family film, discuss the responsibilities and duties that each family member must carry out. -List the various roles or responsibilities that each family member accepts.
	Describe the differences in parent's and other family members roles.	-Make silhouettes by writing in the roles and responsibilities that each member of the family plays.
	Identify one's role in his/her family and accept responsibilities for assuming these roles.	-Brainstorm: What might happen in your family if you did not carry out your job? -Complete "My Family". Stick figures can be drawn to represent family and label each person. Include pets, if they wish; continue to include pictures for each part of the house. Identify happy time activities with pictures. -Simulate these situations: Family size: one child; two children; and three or more children in a family; discuss what it feels like to be an only child, etc. -Change-examples: Divorce, move, remarriage, mom starting to work, death, and mom or dad losing job. Future Wish: Emphasize for family (not self); may depict divorce, reconciliation, vacation to Hawaii, house.

AREA: BEING A FAMILY MEMBER
UNIT: FAMILY MEMBER RESPONSIBILITY

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
D. Family Communications and Interactions 1. Sharing Problems	Demonstrate interpersonal skills in communication and nurturing relationships.	-Discuss the components and skills necessary for successful communication. -List behaviors resulting in positive and negative feelings. -Brainstorm characteristics that make a family open to sharing problems.
2. Communication Skills		-Brainstorm how to communicate with your families.
3. Decision Making/ Problem Solving		-Cross Reference: Developing Self-Discovering Others. -Cross Reference: Being a Consumer-Decision Making.
4. Family Problems	Recognize the various types of crisis situations that affect the family and identify resources available in the family and community for crisis support.	-Listen to a guest speaker from a family crisis center in the community. -Organize a panel discussion with participants familiar with family violence, substance abuse, death in a family. -Use information sources (telephone directory, newspaper, pamphlets) to obtain family support information. -Make a bulletin board. -Brainstorm reasons that contribute to divorce. -Invite school counselor to discuss stresses on families. -View T.V. programs or movies for factors which contribute to family crisis. -Visit a court to observe a proceeding involving family crisis. -View filmstrips: "Violence in the Family" "Alcohol-Facts-Myths and Decisions" "My Parents are Getting a Divorce" "Daddy Doesn't Live Here Anymore" "Suicide Causes and Preventive Media" Source: Human Relations 175 Tompkins Avenue Pleasantville, NY 10570

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
A. Nutrition 1. Basic Four 2. Nutrients 3. Dietary Guidelines	Realize the importance of basic nutrition, good health, and appearance, apply knowledge of nutrition in preparing foods.	-Use My Foods Habits questionnaire. -Roleplay skits on Junk Food and Nutrients. Present skits to elementary or preschool students. -Discuss nutrients and basic four with transparencies and complete Basic Four Organizer. -Complete nutrient word scramble. -Do activities in Dairy Council Food Box/ Health Box: 12450 N. Washinton Thornton, CO 80241 Foods...Your Choice -Activity Number 1; "Dinner is Served", "Water, Water Everywhere". -Design a day's menu using food models and evaluate according to basic four. -Read articles on nutrition and complete Summary Sheet for Articles on Nutrition. -Do Food Nutrients Crossword Puzzle. -Complete matching test, Do you know your foods and food groups? -Do assignments, Is your sack lunch OK?
4. Special Nutrition requirements		-Use Dairy Council Health Box resources: "It's all a Matter of Balance" "Foods...Your Choice", Number 7 "Promise Me Anything But Make me Lose Weight" -Complete worksheet, I Have a Food Challenge and roleplay situations. -Listen to guest speakers on eating disorders. (nurse, coach, doctor, nutritionist) -View filmstrip on "Sports Nutrition". Sunburst Communications 39 Washington Avenue Pleasantville, NY 10570

AREA: BEING A FAMILY MEMBER
UNIT: FOODS AND NUTRITION

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
Special Nutrition Requirements		-Do "Who's Who activity" Dairy Council #10. -Complete Diet Facts and Fallacies Worksheet. -View "Meet What You Eat", film 16mm, Swift and Co. Office of Public Responsibility, 115 W. Jackson, Chicago, IL 60604 -Do worksheet The Basic Four Plus One More. -Use experiences with food worksheet: Discovering Food Teacher Guide, pp. 154-55. -Do Graffitti Board: Myth or Fact for Nutrition Myths. -Use resources for special diets "Take a Nutrition Break" Northern Colo. Educational Board of Cooperative Services 830 South Lincoln, Longmont, CO 80501
B. Kitchen Procedures 1. Safety and sanitation	Identify common kitchen hazards and practice safe work habits while preparing foods.	-Do Kitchen Safety Pre-Test. -Complete Food Safety and Sanitation Proper Storage worksheet. -Do matching quiz Food Storage. -Identify safety hazards in An Eye on Safety Forecast for Home Economics, Dec., 1982. -Listen to guest speakers or teacher highlights on sanitation and organization of a kitchen. -Read skit Senseless Sal. -Complete Safety First worksheet. -Read survival series for kids book: Be Careful, Word Books, Incorporated 4800 W. Waco Drive, Waco, TX 76710

AREA: BEING A FAMILY MEMBER
UNIT: FOODS AND NUTRITION

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
2. Equipment	Identify and correctly use, clean and store common kitchen utensils and equipment.	-Complete How to Fight the Food Spoilers worksheet. -Examine proper temperature information sheet. -Complete that Thingamajig worksheet.
3. Measuring	Demonstrate and use simple measurements accurately when preparing recipes.	-Take Measuring pretest and post tests on measurements. -Do What Do You Know About Cooking Methods and Measurements crossword puzzle. -Do Measuring Lab on cowboy coffee cake.
4. Reading and Following Directions	Demonstrate an understanding of reading and following directions.	-Read Reading a Recipe for Perfect Results. -Use Facts on Recipes information sheet. -Unscramble a recipe and put it in proper order.
5. Organizing Resources	Use skills in organizing resources.	-Do assignment Kitchen Organization and Management Lab Planning sheet. -Read Kitchen Management Skills Guide to Follow When Working in the Kitchen-information sheet.
C. Tablesetting and Manners	Practice acceptable table manners and table settings in class.	-Do Spot the Errors worksheet. -Set tables properly in own kitchens. -Cut out magazine pictures and identify formal and informal settings. -Role play appropriate table manners.
D. Meal Planning/ Preparation	Apply knowledge of nutrition in planning and preparing balanced snacks, meals and foods for special occasions.	-See reference: Carousel of Cooking Jan Heimer and Betty Jolly, District 50, Westminster, CO -Do activities from Dairy Council - Foods... The A, B, C's of Menu Planning, Activity 11 Food Wheel, Activity #4

AREA: BEING A FAMILY MEMBER
UNIT: FOODS AND NUTRITION

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
1. Snacks		-View "Snack Facts" Encore Visual Education. 1235 S. Victory Blvd., Burbank, CA 91503 -Select nutritious snack illustrations from magazines--discuss what makes them nutritious. -Prepare snacks from each of the four food groups, or one snack that includes all four food groups. -Plan a snack buffet or party. -Do activities from Dairy Council-Foods... Flying Snacks, Mood Food, and Other Tasty Tidbits, Activity #13.
2. Simple Meals		-Plan menus to meet requirements of the four food groups to prepare simple meals -Make a blender beverage (Using basic four food items; for grain group use wheat germ or serve something from bread group with beverage)
3. Fast Foods		-View Fast Food: A Nutritional Survival Guide filmstrip. The Learning Seed, 21250 Andover, Kildeer, IL 60047 -Do activities from Dairy Council, Foods... Trapped, Activity #4 -Read Restaurant Ratings...or Getting Away with Fast Food Eating. -Listen to a guest speaker from a fast food restaurant. -Choose a typical fast food menu-count the calories, other nutrients (Fast Food filmstrip has nutrient information. -Additional resource: McDonald's restaurant will give you a calorie counter for their foods.
4. Foods for special occasions		-Plan a special event's party for certain groups i.e. mother's party, preschool party, Halloween or Christmas party.

AREA: BEING A FAMILY MEMBER
UNIT: HEALTH AND SAFETY

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
A. Family Physical Fitness 1. Nutritional needs of family members	See: Foods-Nutrition in Being a Family Member	
2. Importance of regular exercise and rest	See: Developing Self Personal Appearance	
3. Coping with stress	See: Being a Family Member Family Problems	
B. Home Safety Equipment 1. Fire extinguisher 2. Child Proofing a. electrical outlet protectors b. door latches c. stairway gates d. medicine cabinets	See: Becoming Employable Child Care-Babysitting	
C. Safety Hazards in the Home 1. Kitchen 2. Laundry 3. Garage 4. Bathroom		
D. Storage of Hazardous and Poisonous Substances 1. Kitchen 2. Laundry 3. Garage 4. Bathroom		
E. Household Security Procedures 1. Neighborhood watch 2. Burglar alarm 3. Reliable locks		

AREA: BEING A FAMILY MEMBER
UNIT: HEALTH AND SAFETY

CONEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
F. Emergency Evacuation Drills 1. Fire 2. Tornado	See: Becoming Employable Child Care-Babysitting	
G. First Aid Techniques and Supplies 1. Minor cuts 2. Burns 3. Falls 4. Poison 5. CPR, mouth to mouth, choking 6. Emergency telephone numbers		
H. Household Sanitation 1. Cleanliness 2. Food storage and preservation 3. Sanitation in the kitchen 4. Pest control	See: Being a Family Member Foods-Nutrition	

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Repair 1. Sewing on buttons, fasteners 2. Ironing/sewing on patches 3. Hemming 4. Simple repairs 5. Mending seams 6. Simple alterations	Demonstrate simple repair on clothing.	-View filmstrip Revitalize your Clothes, Franklin Clay Films Box No. B 2036 Costa Mesa, California 92626-1036 -Observe teacher demonstration on sewing button and other fasteners. -Read hand-out on "Sewing on a Button", supplied by teacher. -Practice in class sewing on buttons, mending seams and making other repairs and hand in completed examples to be evaluated. -Construct Frog or Wuffle to reinforce mending techniques. -Collect items from nursing homes or school that need mending. Mend and return as FHA Impact project. -Mend at least one garment at home and bring a signed statement from parent upon completion of home project. -Listen to a guest speaker from a dry cleaning or fabric establishment speak on simple alterations and mending. -Take a field trip to these establishments. -ADDITIONAL RESOURCES FOR REPAIR: Nasco Clothing Care Unit-Nasco West, 1524 Princeton Avenue Modesto, California 95352
B. Laundering 1. Use and care of laundry equipment (including energy conservation)	List and complete the steps needed to do home laundry. Identify common stains, read a stain removal chart and remove a stain properly.	-Assist with the laundry at home and in the class. Discuss the problems experienced. -Do experiments at different stations on stain removal.

AREA: BEING A FAMILY MEMBER
UNIT: CLOTHING CARE

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
2. Care labels 3. Purchasing laundry aids 4. Laundering procedures 5. Stain removal 6. Dry cleaning 7. Seasonal storage	The student will: Recognize and explain solutions to laundry problems.	-Make and decorate a stain removal chart. Laminate or cover chart with clear contact paper and take home. -See and complete Stain Assignment and Stain Evaluation. -Use worksheet on Laundry Sorting to demonstrate knowledge of laundry sorting. -Create and act out commercials dealing with laundry aids. May include use of videotape machine, slides, etc. -Complete a laundry aid Scavanger Hunt. -Sort labeled fabric scraps into coffee cans according to different laundry methods. -Demonstrate hand washing a sweater. -Iron a shirt or a pair of slacks. See Ironing Extra Credit and Laundry Extra Credit. -Take field trip to a dry cleaning establishment. -Practice folding garments for packing into a suitcase. -Compare information on various care labels. -Observe teacher demonstration on soap making (possibly team teach with science.) -Analyze and categorize clothing according to methods of laundering. See How do we care for our clothes worksheet. -Complete Clothing Care Search, Forecast, Dec., 1979, p. 24. -View "How Much Do You Know About Laundry Products", "Focus on the Family Wash", and "It all Comes out in the Wash" filmstrips, Source: Proctor and Gamble. -Complete 19 Dirty Questions, Forecast for Home Economics.

AREA: BEING A FAMILY MEMBER
UNIT: CLOTHING CARE

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
B. Laundering (cont.)	Recognize and explain solutions to laundry problems.	-Do a Clothing Care Evaluation of your wardrobe. -RESOURCES: Nasco's Clothing Care and Repair Unit by Judy Gilbert. Nasco 901 Janesville Avenue Fort Atkinson, Wisconsin 53538 Clothing Care and Repair Unit U-3692 See Nasco address, above Proctor and Gamble "Learning About Laundry" Miss Jan Learn Supervisor Educational Sciences Box 14009 Cincinnati, OH 45214

AREA: BEING A FAMILY MEMBER
UNIT: PERSONAL LIVING SPACE

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
V. Personal Living Space A. Room Personality 1. Furniture 2. Accessories 3. Color	The student will: Summarize ways of personalizing a room by using furniture, accessories, and color.	-Select two pictures of a bedroom out of a magazine or catalogue; one will express what your personality, one is not supposed to fit their personality. State reasons for their selection. -Using paints or crayons, experiment with mixing colors filling in a color wheel. -Read and discuss Do's and Don'ts of Color. -Apply principles of color by completing one of the room illustrations and label type of scheme used.
B. Areas 1. Sharing a room 2. Furniture arrangement	List ways to express personality and enjoy a feeling of privacy in a shared room. Distinguish between four different areas of a home: study, sleeping, social, dressing. Analyze floor plan.	-Read page 176-177 on "Sharing a Room", Teen Guide, 5th edition, by Valerie Chamberlain, Webster Division/McGraw Hill Book Co. -Using furniture cut outs, arrange furniture on scale-model floor or use students bedroom drawn to scale on 1/4" graph paper. -Analyze floor plan for traffic flow, room arrangement and living storage space. Prepare a second scale model floor plan with improvements.
C. Storage 1. inexpensive 2. organization	Identify ways to increase storage efficiency.	-Bring in and demonstrate containers for storing small items. -Organize a drawer or closet as a home project. -List items causing Clutter-Chaos. -Complete Straighten Up Your Act by putting items in correct area.

AREA: BEING A FAMILY MEMBER
UNIT: PERSONAL LIVING SPACE

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
D. Room Care 1. Daily 2. Weekly 3. Occasionally	Explain the importance of cleaning his/her room on a daily, weekly, and occasional basis.	-Read handout and discuss "Clean Your Room", by Joy Wilt Berry, Survival Skills for Kids Living Skills Press, Fallbrook, California. -Read Housekeeping Tasks. -Complete Using Products Correctly-Source: "Caring for a Home", Proctor and Gamble, Box 14009, Cincinnati, OH 45213. -Do Your Home Environment sheet. -Demonstrate the correct methods of making a bed following How To Make a Bed guideline sheet. -Make arrangements to clean a motel room under supervision of teacher and motel manager. -Team teach with school janitor about public facilities and responsibilities of citizens and have the students clean school bathrooms.
E. Room Revival 1. Budget decorating 2. Simple repairs	Recognize methods of simple household repair and ways of decorating inexpensively.	-Bring in an accessory item or collection and show class what they have done to repair/display it. -Read and discuss "Dull Room? Here's a Help" Coed, May 1981, pp. 34-35. -Read At Home, Building Blocks.
F. Energy Conservation 1. Solar Energy 2. Seasonal 3. Day/night 4. Preventing waste	Identify ways to conserve energy.	-Circle items on handout Energy Expenders that use energy. -Plan an FHA activity focussing on energy conservation. -Recycle an object into a usable room accessory using plan sheet and evaluation sheet for project. -Make an inexpensive accessory item using same planning and evaluation sheet as above

AREA: BEING A FAMILY MEMBER
UNIT: TRANSPORTATION

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Modes of Transportation	Recognize different modes of transportation.	-Brainstorm modes of transportation on blackboard.
B. Schedules 1. Obtaining 2. Interpreting	Obtain and interpret schedules.	-Listen to guest speaker from travel agency. -Obtain schedules from RTD, train, bus, airline, etc. -Compare costs of traveling to same destination using different modes of transportation. -Using a bus schedule, choose nearest route from home to airport.
C. Travel Etiquette 1. Tips 2. Manners	Apply travel tipping and manners.	-Draw role-playing situations as listed on Travel Etiquette. (Students may choose to do these right or wrong and the class will discuss).
D. Packing a Suitcase	Practice packing a suitcase following the provided checklist.	-View demonstration on Packing a Suitcase. -Pack suitcase at home following Packing a Suitcase sheets. -Evaluate luggage drawings on handout. -In groups, using the checklist provided, pack a suitcase correctly. -Read and discuss Hang on Til You Get There, by Joy Wilt Berry, Survival Skills for Kids Living Skills Press. -Develop a FHA related activity.
E. Bicycle 1. Rules and Regulations 2. Maintenance	Comprehend rules and regulations applying to bicycles in local communities. Recognize methods and resources for bicycle maintenance.	-Listen to a guest speaker such as a policeman explain bicycle rules and regulations. -Read and discuss "Remember to Look Both Ways", by Joy Wilt Berry, Survival Skills for Kids, Living Skills Press. -Plan a bike trip. -Listen to guest speaker from bike store; discuss bicycle maintenance.

AREA: BEING A FAMILY MEMBER
UNIT: SOCIAL EVENTS AND LEISURE TIME

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
A. Social Skills 1. Etiquette	The student will: Recognize the reasons for and importance of developing acceptable social manners.	-Interpret cartoon messages on manners. -Read parts of an old etiquette book, discussing which rules have changed and why -Roleplay appropriate manners for various situations. -View "The Message of Manners" filmstrip, Butterick (see Nasco West, 1524 Princeton Avenue, Modesto, CA 95352). Follow-up with the Message of Manners worksheets. -View Shine When You Dine filmstrip, $55, (Franklin Clay, Box B-2036, Costa Mesa, CA 92626-1036). -Follow the directions on the Table Manners worksheet. -Act out a skit involving of a host and guest doing all the wrong things at a party. -View photographs of students eating in the lunchroom, illustrating table manners. -Draw a cartoon strip about a funny incident involving table manners. -Read and discuss any of the following: Survival Series for Kids books (available in Christian bookstores or from Celestial Arts, 231 Adrian Rd., Millbrae, CA 94030): Shhh, Be Quiet, (appropriate behavior at public events) Don't Just Stand There, Say Something!, (courteous conservation) What Should You Say, Dear?, (proper verbal responses) Get the Phone, (telephone manners)

AREA: BEING A FAMILY MEMBER
UNIT: SOCIAL EVENTS AND LEISURE TIME

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
		Be Kind to Your Guest!, (respectful treatment of visitors) Be Good While You're There, (visiting manners) Don't Slurp Your Soup, (table manners)
	The student will: Demonstrate the ability to use correct social skills in making introductions.	-Discuss Tell Them Your Name and Say Hello! (gracious introductions) Survival Series. -Practice making introductions.
	Demonstrate the ability to use correct writing skills in social correspondence.	-Discuss Remember To Write Your Grandma, (gracious written communications) Survival Series. -Write a thank you, an invitation, or other social letter. -Adopt a Grandparent by mail. -Write to a penpal.
2. Entertaining	Identify organizational skills. Become aware of the importance of being well organized.	-Execute an unplanned and unorganized lab while being observed by other students. Discuss the results.
	Recognize that time, money, and energy are important factors in determining types of activities.	-Discuss the consequences of not budgeting time, money, and/or energy.
	Discuss refreshments and activities appropriate for different occasions.	-Plan refreshments and activities for various occasions and age groups.
	Implement organizational skills in a practical application.	-Serve a brown-bag lunch (outdoors) extending written invitations to teachers, administrators, support personnel, and/or community members. -Have a class party or entertain a group of younger children, adults, or other students using the Entertaining Decisions worksheet.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
B. Use of Leisure Time 1. Considerations	The student will: Compile a list of factors that influence a person's choice of leisure time activities.	-Make up questions for interviewing people about leisure time activities and then interview several people of different ages, skill levels, and economic status. Evaluate the reasons people have chosen these activities. Report results to class. Compile a list of things to consider when choosing leisure time activities.
2. Family, group Individual activities.	Identify different choices for family, group and individual use of free time.	-Have each student make a poster of his or her favorite activity to interest someone else. Display around classroom.
3. Active and passive activities	Identify active and passive choices for use of leisure time.	-Have student compile a list of community resources available for leisure time activities. Use newspapers, brochures, information about clubs, phone books, recreation centers, etc. -Interview the elderly about past leisure time activities. Have several elderly persons come in and play games of the past. -Divide class into groups. Have each group select an activity and find out where it is available and what it costs. Determine if it is an active or passive activity. -Take a field trip to a recreational center that offers a large variety of activities.
	Create a plan for use of leisure time.	-Have students keep a record of their leisure time activities for one week. Add to this list any other activities they enjoy and any new activities they would like to try. Divide this list into long-range goals and everyday activities. Estimate the cost, skill level, and age for each activity. Which activity will they have to give up or postpone?

AREA: BEING A FAMILY MEMBER
UNIT: SOCIAL EVENTS AND LEISURE TIME

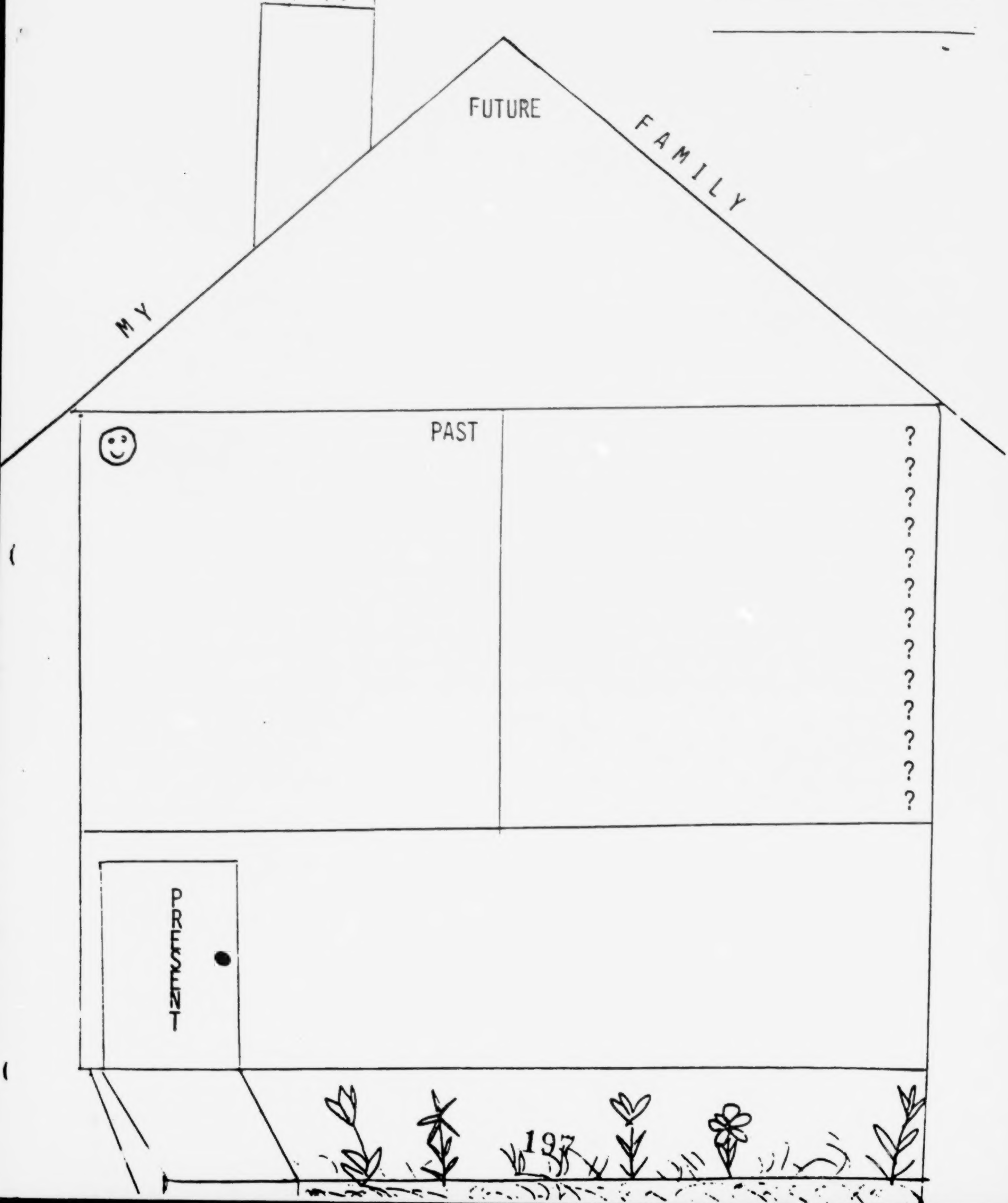
CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
		-Have FHA plan leisure time activities for a nursing home. -Use blank a calendar to identify leisure activities for one week. Read a list of leisure time activities and choose activities for one week. Students then need to estimate cost, skill level, age for each activity and adjust their activities accordingly.
	List leisure activities which can be done at home.	-Plan activities for two evenings at home with families. Record and share results. students record and share their results.
4. Low-Cost Activities	Compile a list of low cost leisure time activities in your community.	-Make an inventory of free or inexpensive activities available for four weeks in your community. Compile a list and distribute to each class member.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
A. Choosing a Pet 1. Pet selection	The student will: Identify factors to consider in pet selection through various activities.	-Compile a list of possible pets, their characteristics and housing/caring needs. -Create a bulletin board using pictures of different types of pets. Students could receive extra credit for the pictures they bring in. -Invite an authority in to speak to class regarding pets and the care they need. (Local veternarian, Humane Society, or pet store owner.) -Read ASPCA Guide to Pet Care. -Brainstorm to find answers to the following questions: What are common pets? What are unusual pets? Why do people get pets? -Conduct a pet survey in school of the different types of pets students have. Pet Survey worksheet. -Have class reports and/or discussion on pets the students wish they could have. Report should include origin of pet, common illnesses or diseases, housing and grooming of the pet and pet health practices.
2. Method of obtaining pet	Identify various ways of obtaining a pet.	-Select and analyze want ads for pets from local newspapers. -Visit a pet store/dog pound/Humane Society as a class or individually and report to class what animals were available and the cost of each. -Brainstorm the pros and cons of obtaining pets from various facilities. -TEACHER OPTION: Have a Pet Day at school. Allow students to bring pets to school and show them to other classes.

AREA: BEING A FAMILY MEMBER
UNIT: PETS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
		RESOURCES: -Text--Pet Encyclopedia (Varsity Publisher), Frank Manolson, 1981. -Curriculum Guide: People and Animals: A Humane Education Curriculum Guide (Level D-5th and 6th Grades)-National Association for the Advancement of Humane Education, Box 362, East Haddam, Ct. 06423. Complete Curriculum-$25.
B. Caring For Your Pet 1. Nutrition 2. Health 3. Grooming 4. Safety 5. Sanitation 6. Legal Responsibilities	The student will: Comprehend the importance of caring for and having a healthy pet.	-Analyze various pet food products for their their nutritional value. -Invite a local dog breeder or groomer to class to discuss "Caring For Your Pet". Use a pretest and/or posttest. -Hand out Greg's Dilema and discuss. -Make a felt bookmark to promote pets. Use "Extension Teletips" in classroom or at home and report to class what they learned. -Invite a guest speaker to class from the Humane Society or local city pet control to dicuss safety, sanitation and legal responsibilities of a pet owner. -Read Keeping Your Pet Healthy. -Do quiz Caring for Your Pet.
C. Learning More About Pets 1. Obedience Training 2. Teaching Tricks	Develop an appreciation for the training procedures of pets.	-Obtain obedience training materials from library for class discussion. Resource: Ann Schafer, Arapahoe Comm. Col. -Try teaching your pet a trick. Written or oral report on what they discovered. -Show pictures of pets doing tricks.
D. Parting From Your Pet 1. Giving away 2. Death	Be conscious of the emotional and rational factors involved in the parting of your pet.	-Discuss reasons for getting rid of a pet. -Discuss emotional factors which play a big part in deciding what to do with a pet if it has to be disposed of. -Brainstorm feelings on how they think other people would feel if they lost a pet due to either moving, death or just couldn't keep the pet. -Have a panel of teachers discuss th[illegible] pets, the reason they chose their [illegible], the

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
D. Parting From Your Pet	The student will: Be conscious of the emotional and rational factors involved in the parting of your pet.	-Have students compile a notebook for grading. The notebook/scrapbook could have pictures from magazines or actual photos of a pet. -Read related articles from magazines on pets and write a brief description of the article. -Select books from school library to be used for students to check out and report on for extra credit.


FUTURE
MY FAMILY
PAST
?
?
?
?
?
?
?
?
?
?
?
?
?
PRESENT

MY FOOD HABITS[1]

BOY ____________ GIRL ____________ AGE ____________

1. DID YOU EAT BEFORE YOU LEFT HOME THIS MORNING?

____ YES ____ NO

2. IF YOU HAD SOMETHING TO EAT BEFORE YOU LEFT HOME THIS MORNING, PLEASE CHECK THE FOODS THAT YOU ATE.

___ eggs
___ bacon or ham
___ toast or biscuits
___ doughnuts or sweet roll
___ cereal with milk
___ pancakes or waffles
___ butter or jam
___ orange
___ orange juice
___ grapefruit
___ prunes
___ other fruit or juice
___ milk
___ cocoa
___ coffee
___ tea
___ soft drink

MAYBE YOU ATE SOMETHING ELSE. NAME ALL OTHER FOODS EATEN. ____________

____

3. IF YOU SKIPPED EATING THIS MORNING, PLEASE CHECK THE REASON.

___ not hungry
___ makes me ill
___ got up too late
___ overweight
___ not enough time
___ disliked the foods served
___ dislike eating alone
___ no one to prepare meal for me
___ some other reason (name it)
____

4. DO YOU LIKE TO EAT IN THE MORNING?

___ yes ___ no ___ sometimes

5. WHAT ARE YOUR PLANS FOR EATING LUNCH TODAY?

___ to eat in cafeteria
___ brought packed lunch
___ to go home
___ to eat uptown at restaurant
___ to skip lunch

6. DO YOU EAT SNACKS?

___ every day
___ sometimes, but not every day
___ no, I never do

7. AT WHAT TIME OR TIMES DO YOU OFTEN EAT SNACKS?

___ before lunch ___ after school

---

[1] Gretchen E. Robinson, *Selected Eating Habits, Attitudes and Nutrition Knowledge of Sixth Grade Pupils in Union County, Ohio.* Unpublished M.S. thesis, Indiana University

____ after lunch (but before school is out)

____ after supper

WHEN YOU EAT SNACKS, ARE YOU USUALLY (check one or more than one)

____ watching TV

____ with friends

____ with your family

____ by yourself

8. WHAT IS YOUR FAVORITE SNACK FOOD? (choose only one)

____ candy

____ cookies

____ pie

____ cereal

____ pie and ice cream

____ crackers

____ pop-tarts

____ popcorn

____ french fries

____ potato chips and pretzels

____ cheese

____ ice cream cone

____ milk shake

____ milk

____ fudgesicle

____ drumstick

____ popsicle

____ hamburger or hotdog

____ fruit

____ fruit juice

____ soft drink

MAYBE YOU CANNOT FIND YOUR FAVORITE SNACK IN THE LIST ABOVE, SO NAME IT.

____

9. DO YOU SPEND MONEY FOR SNACK FOODS?

____ every day

____ sometimes, but not every day

____ no, I never do

10. HOW MUCH MONEY DID YOU SPEND ON SNACKS YESTERDAY? (check one)

____ 5¢

____ 10¢

____ 15¢

____ 20¢

____ 25¢

____ 30¢

____ 35¢

____ 40¢

____ 45¢

____ 50¢

____ over 50¢

IF YOU SPENT MONEY FOR SNACKS YESTERDAY, PLEASE NAME THE FOOD OR FOODS THAT YOU BOUGHT. ____

____

____

11. WHAT SNACKS DID YOU EAT YESTERDAY THAT YOU DID NOT BUY? (check)

____ candy

____ cookies

____ cake

____ cereal

____ pie

____ pie with ice cream

____ crackers

____ pop-tarts

____ pizza

____ popcorn

____ french fries

____ potato chips and pretzels

____ ice cream cone

____ milk

____ milkshake

____ fudgesicle

____ popsicle

____ cheese

____ drumstick

____ sandwich (meat, egg, peanut butter)

____ fruit

____ fruit juice

____ soft drink

MAYBE YOU CANNOT FIND ALL THE SNACKS YOU ATE IN THE ABOVE LIST, SO PLEASE NAME THEM. ____

JUNK FOOD

The curtains part 1

The sun rises 2

Our play begins.

Georgie Junk food, son of a wealthy fast food joint owner, in his grease stand, carefully pouring over his notes. 3 He stamps his feet. 4 impatiently, and calls for his maid, Greesy Fry.

Greesy Fry tears down the stairs 5 and trips into the room 6 "Go fetch Naive Nelly" demands George Junk Food. Greesy Fry flies 7 to do her master's bidding.

Time passes 8

[illegible] Junk Food crosses the floor once - twice - thrice 9 At last Naive Nelly comes sweeping into the room. 10

"For the last time. Will you dine with me at the Greesy Spoon?" insists George.

Nelly turns a little Pale. 11

"No" she shouts, "A thousand times NO" 12

"Then I will have to cast you into the Junk Food Jungle" He laughs with an evil laugh.

She throws herself at his feet 13 "Oh sir" she pleads. "I appeal to you" 14 Houghtily he says. "You appeal is fruitless." 15 At that George stomps out of the room. 16

Naive Nelly flies about in a dither. 17 Oh if only Nutritious Ned would come. He would save her.

The hours passed slowly. 18 Finally Nelly takes her stand 19 and scans the horizon. Suddenly she hear a whistle. 21 Could it be . . . ?

Nelly, It is I, My love, Your Nutritious Ned!!!
He enters the room and tenderly hands her a Nutritious snack. 22 She begins crunching. 23 Just at that moment George Junk Food enters the room and challenges Nutritious Ned to a duel of eating. In a fury, they assault each other. 24 Finally George gives up the match. 25 and disappears into the junk food jungle.

At last, you are mine!" says Ned. He leads his new love away into the night. 26

The sun sets. 27

Night falls. 28

The curtains come together. 29
and we have one more Nutritious eater.

FOOTNOTES

1. Two people with signs that say "curtains" walk away from each other beginning at center of the stage.
2. Person with "sun" sign, stands up.
3. He pours water from a pitcher all over some notes.
4. Licks stamps, sticks on shoes.
5. Rips down a sign that says "Stairs" and tears it up.
6. Falls down (trips).
7. Waves arms in flying motion.
8. Guy holding "time" sign walks across stage.
9. Takes chalk and makes three big "X's" on the floor.
10. Sweeps with a broom.
11. Truns a pail upside down.
12. Throws paper with "no" on them.
13. Falls at his feet and lies there.
14. Hands hima banana peel.
15. Hands the banana peel back.
16. Stomps his feet.
17. Waves arms in flying manner.
18. Two people with "hours" signs walk across the stage.
19. Stands behind podium.
20. Hand above eyes in searching motion.
21. Patrick blows police whistle.
22. Hands her a carrot.
23. She chews the carrot.
24. Take salt shakers and sprinkle each other.
25. Hands Patrick a wooden match.
26. Bump into the guy with the night sign.
27. Sun sits down.
28. "Night" falls down.
29. "Curtains" walk toward each other.

THE CHARACTERS

Manuel - dressed in black
Maggie - the fair maiden
Patrick - dressed in white
Zingerella - the housekeeper
The Curtains
Hours
The Sun
Night

NUTRIENTS

The room is set up to represent a ball diamond. Move the furniture around in the room and use tape to mark off the baselines. There are ten actors in the skit.

The COACH walks out and stands in the field near pitcher's mound, walking and looking around.

Coach Okay, it is time to play, but the team is not here. I hope all the nutrients come today. We need all of them to win. When all the nutrients work together, we make a winning team.

PROTEIN walks out and stands at home plate (catcher).

Protein Hi, Coach, I'm here.

Coach Hi, Protein. You are the first nutrient that has come today. I am so happy to see you. We cannot play without you here.

Protein No I guess we can't. I build and repair the groups of cells or tissues in the body. I help make part of the blood. That part helps the body to fight infections when it gets a cut or sore.

Coach Yes, the body needs you. But it also needs other nutrients. Look, I see Iron coming.

IRON walks out to stand at first base.

Iron Hi Coach. Hi Protein.

Coach Hi.
Protein
Iron Where is the rest of the team?

Coach They are not here yet. I'm sure they are on their way. I'm happy to see you here. We need you on the team. You and Protein work together in the body.

Iron Yes Protein and I work together to make the red part of the blood. It takes the oxygen to the cells in the body. The body can't use me when protein is not here too.

CALCIUM starts walking to second base.

Calcium Hi guys.

Coach Hi Calcium. We have been waiting for you. You are on our team. and we need you.

Calcium Yes the body needs me. I help build bones and teeth. I help make them strong. I also work in the blood to help it clot. So when the body gets a cut, I help the cut to stop bleeding.

Coach You also help the team to keep its nerves working right.

Protein You also help the muscles to work right. The heart is a very important muscle, so you work there too.

Iron Sometimes the body works hard. You help it not to get tired fast. After the body uses the muscles you help them get ready fast to work again.

Calcium We all have jobs that the body needs. But we need to all be here in order to play the game. I see anothr nutrient, vitamin A coming.

Vitamin A Hi team. I came over to help today. (Move to third base).

Coach We surely need you on our team.

Vitamin A I help the skin to be smooth and soft. Also, I keep the inside of the nose, mouth and throat moist to fight infection. The team needs me to help see what is going on. I help keep the eyes healthy.

Protein I need you to take me apart in the body to help make bones. There is hard white tissues around the bones called cartilage. I have to be split to be able to change cartilage to bones.

Vitamin C Hi team, or at least part of the team. I can see that not all of the nutrients are here.

Coach Hi Vitamin C. We are glad to see that you are here.

Vitamin C I could not let the body down. Cells need to be held together in the body. I act like glue in holding cells together.

Calcium You help the body fight the infections it gets. Sometimes when the body gets a cut or broken bone you help it to get well.

Protein You also make the walls of the veins and arteries strong for the blood to flow through.

Iron Ascorbic Acid, when we are working at the same time, the body uses more of me. So I'm happy to see you.

Vitamin C Well nutrients, it's all of us working together to make a winning team.

THIAMIN, RIBOFLAVIN AND NIACIN walk out to the field.

Coach I see the B vitamins are here to play, Hi guys!

Protein Hi Thiamin, we sure are happy to see you. You help us work together. We need everyone on our team to win.

Thiamin Yes I help make the muscles and nerves work right. The pathway that the food travels through the body is called the digestive tract. I keep this pathway working right. I also help the body keep a good appetite for food. I want to be sure the body feels good all over.

Calcium And Riboflavin, your job is important too.

Ribo. I help keep the eyes healthy. I prevent cracks at the corners of the mouth. and I help change food into energy.

Iron Niacin, without you we couldn't play. You help us to be a team.

Niacin You could not play without me. I help to keep the pathway for the food in the body working right. Remember, that pathway is called the digestive tract. I also help the skin and the nerves to work right.

Vitamin A It's great to see how all you B vitamins work together. Youchange the food when it comes into the body. The food has to be changed before the body can use it for energy.

Vitamin C Well, we only need one more player to make our team complete.

Coach I see him coming.

CALORIE Walks out to stand beside coach.

Coach Hi calorie. The nutrients surely are glad to see you here today. You are not a nutrient but you come from three different nutrients: Carbohydrates, fats, and protein. You are the measure of how much energy is in food.

Calorie Hi Coach, Hi team!

All Hi

Calorie It looks like we are all here and ready to play.

Coach We were waiting for you--the body's "food energy".

Thiamin The body needs you to keep going.

Ribo You are the measure of energy that is made when the body uses food. You are needed to keep the body going. You tell the body how much energy it has from food.

Niacin And we B vitamins help you come alive in the body.

Calorie You nutrients are so important. The body needs what you nutrients give to keep it working right. We are all members of the team that works in the body.

Coach I'm so glad to see all of my team here. You are all needed to make the body work well. You help each other to do the jobs. If one of you didn't come, we couldn't play today. With this kind of team I'm sure we will win. "LET'S PLAY NUTRITION".

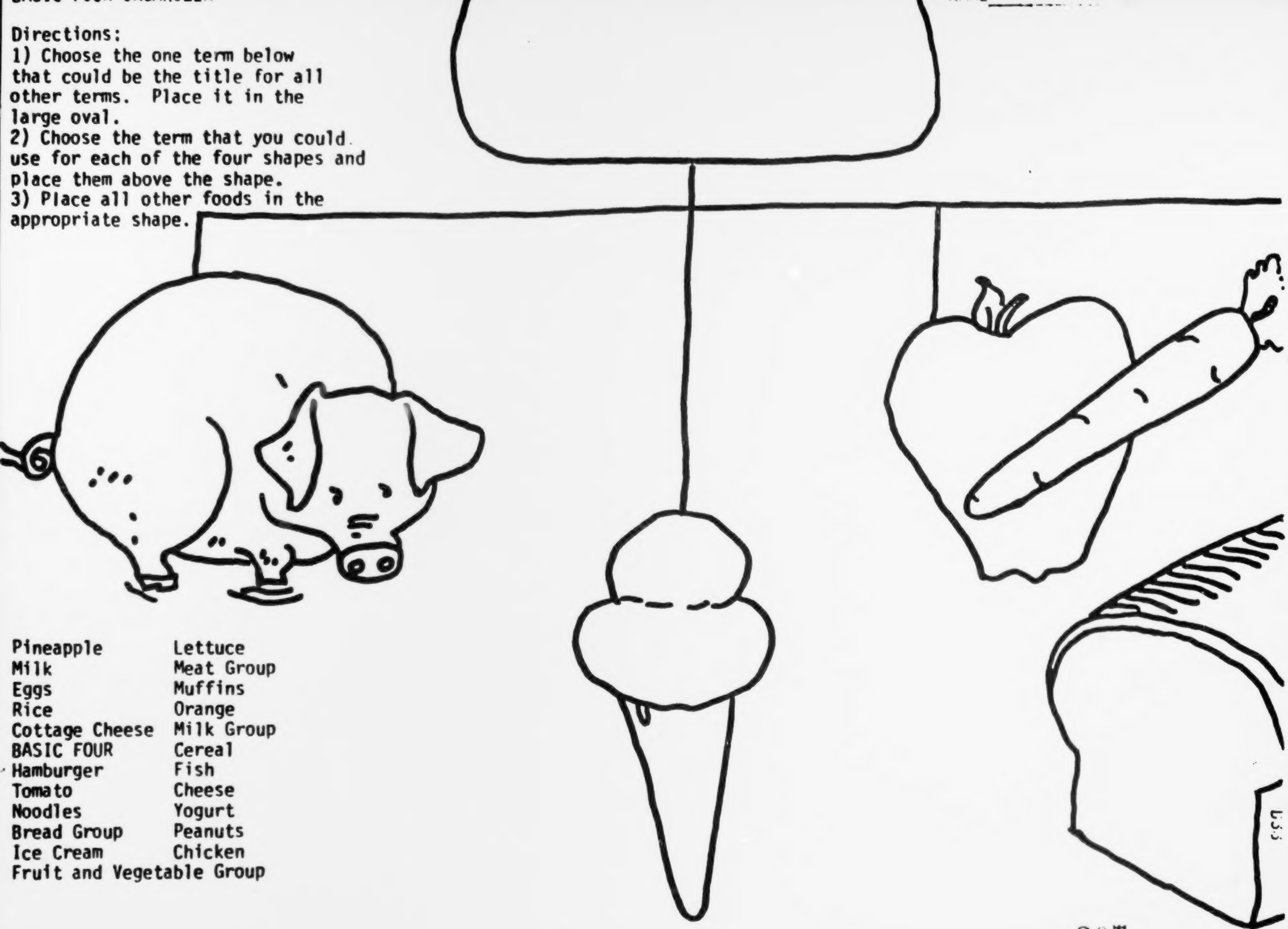
NUTRITION DISCUSSION GUIDE

1. What does food do for your body?
    - Keep healthy (regulates body processes)
    - growth and repair
    - energy
2. Having the right kind of food energy everyday is important. How do you know what foods should be eaten and how much you need?
    - Choose foods from the Four Food Groups
3. What are the four food groups?
    - Transparency
4. What foods are in each group?
    - Go over worksheet: Basic Four Organizer
5. How many servings are needed of each group?
    - Milk: adults - 2; teens - 4; and children - 3
    - Meat: 2
    - Fruit and Vegetables: 4
    - Grain: 4
6. Where would we put such foods as jam, jelly, ketchup, potato chips?
    - Other group--sugars and fats
7. How many servings are needed of this group?
    - none--watch intake
8. The study of food and how it is used by the body is a science. What do we call this science?
    - Nutrition
9. Foods give us nutrients or substances that are need by the body. Each food group contributes some of these nutrients but no one group provides all. Let's look at what nutrients each food group gives us.
    - Transparency
    - Give students time to work on Nutrient word scramble and go over.

Carbohydrates
  Breads, beans, sugar, rice potatos, corn, fruits, vegetables
Fat
  Oils, meat, dairy, nuts, eggs, chocolate
Proteins
  Milk, meat, nuts, eggs, fish, poultry, beans, cheese, peanutbutter
Minerals
  Fluoride-bones, teeth from water
  Calcium-bones, teeth from dairy
  Iron-build blood from liver, meat
  Zinc-Growth of sex glands from variety of food

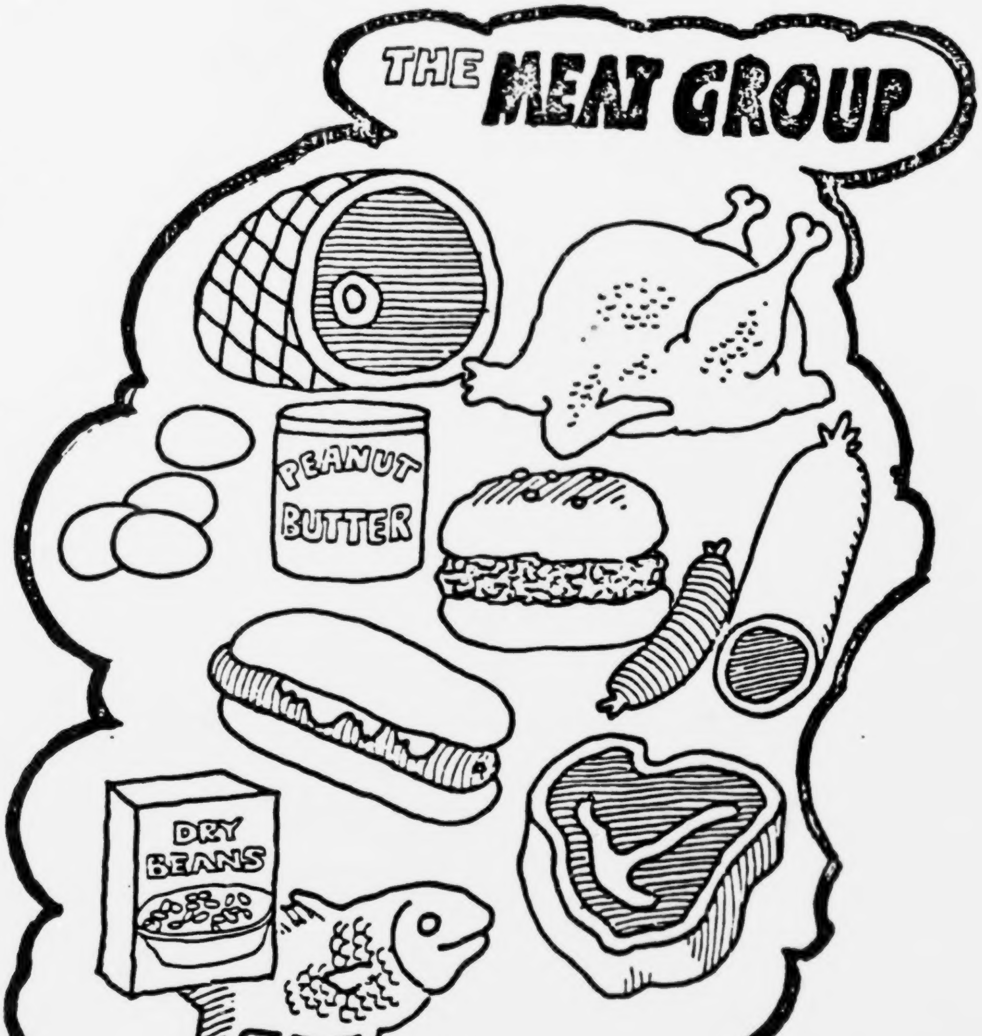
Vitamins
A-growth, skin, prevent night blindness (bright light destroy vitamin A need supply to refurnish) from yellow, green fruit, vegetable
D-Bone from sun and milk work with calcium
E-keep other vitamins from breaking down from fruit, cereal, vegetables and nuts
K-clotting blood from many foods vegetables, milk
C-Holds cells together from citrus
B's-from dairy and meat
Water

Directions:
1) Choose the one term below that could be the title for all other terms. Place it in the large oval.
2) Choose the term that you could use for each of the four shapes and place them above the shape.
3) Place all other foods in the appropriate shape.

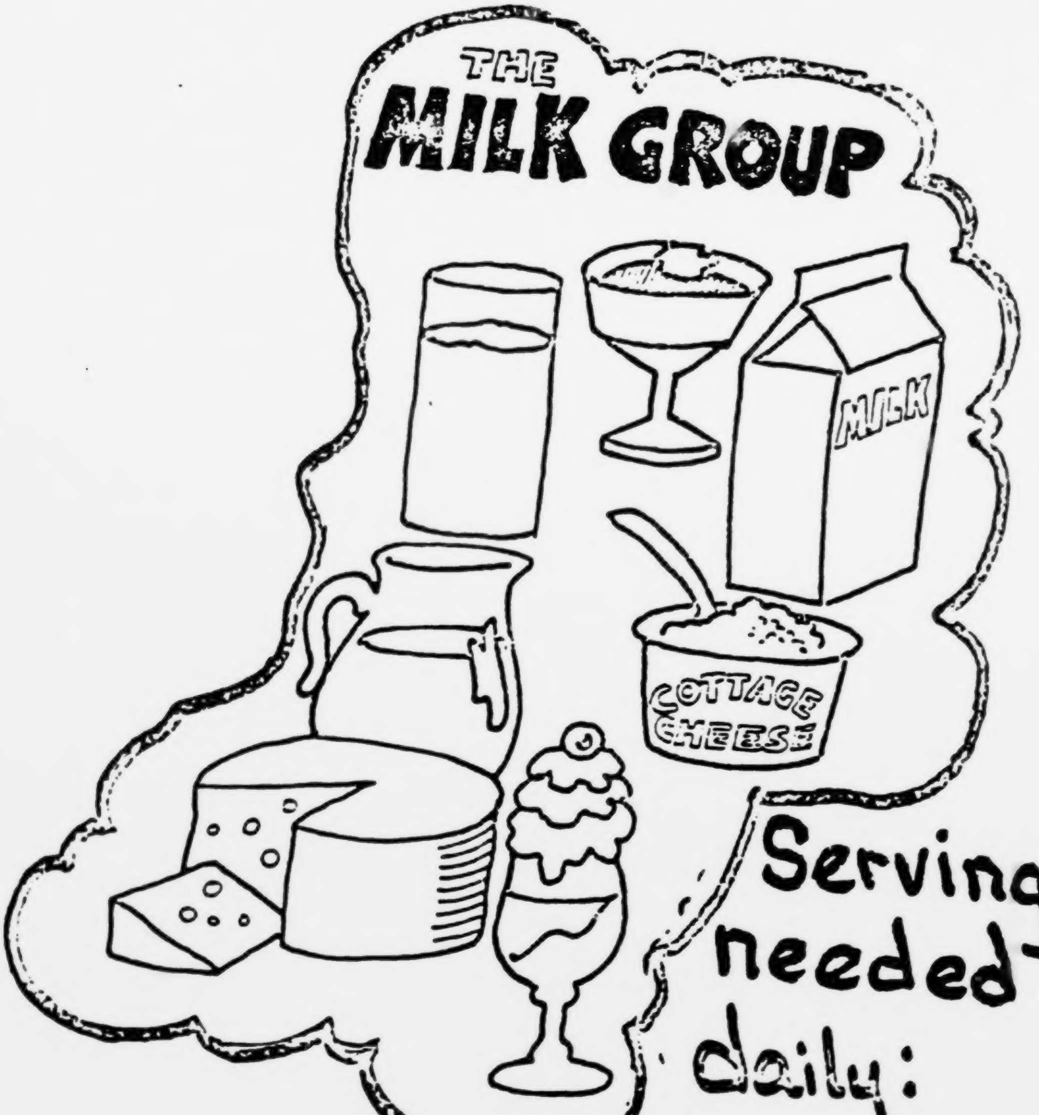


Pineapple
Milk
Eggs
Rice
Cottage Cheese
BASIC FOUR
Hamburger
Tomato
Noodles
Bread Group
Ice Cream
Fruit and Vegetable Group

Lettuce
Meat Group
Muffins
Orange
Milk Group
Cereal
Fish
Cheese
Yogurt
Peanuts
Chicken

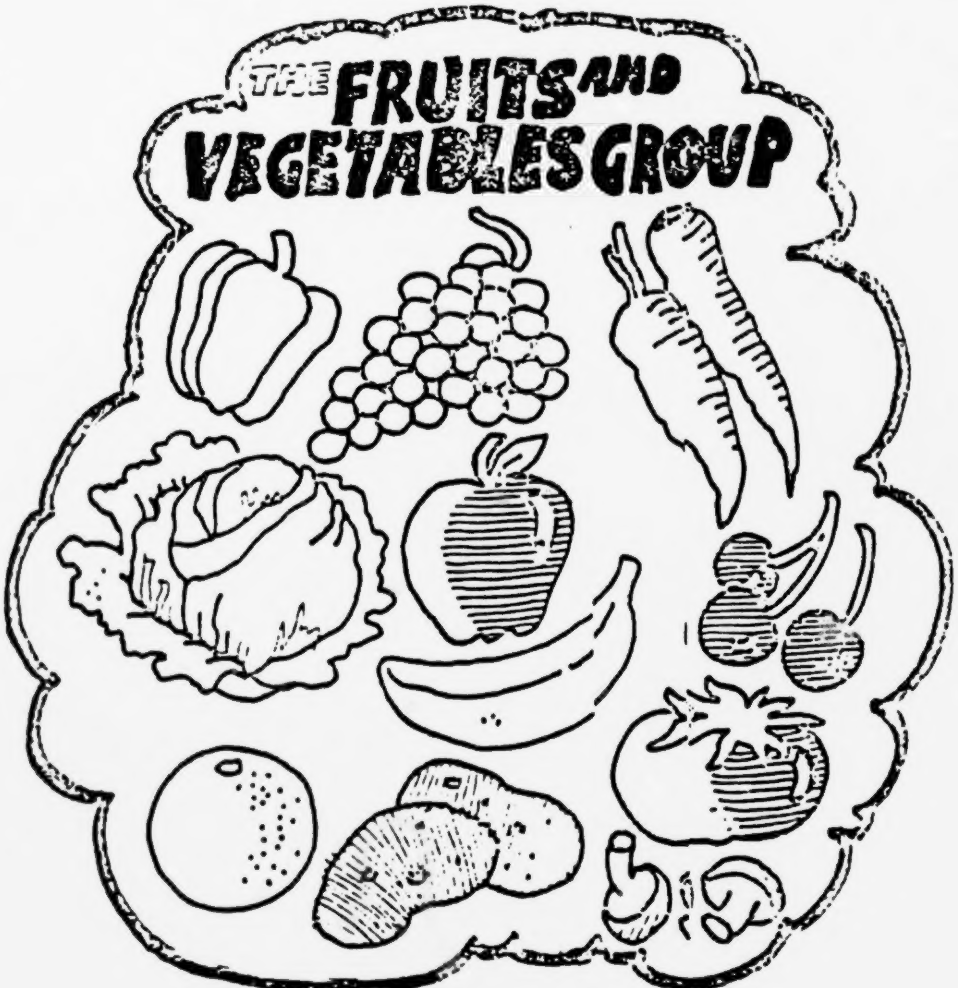

THE MEAT GROUP
PEANUT BUTTER
DRY BEANS

2 serving needed daily

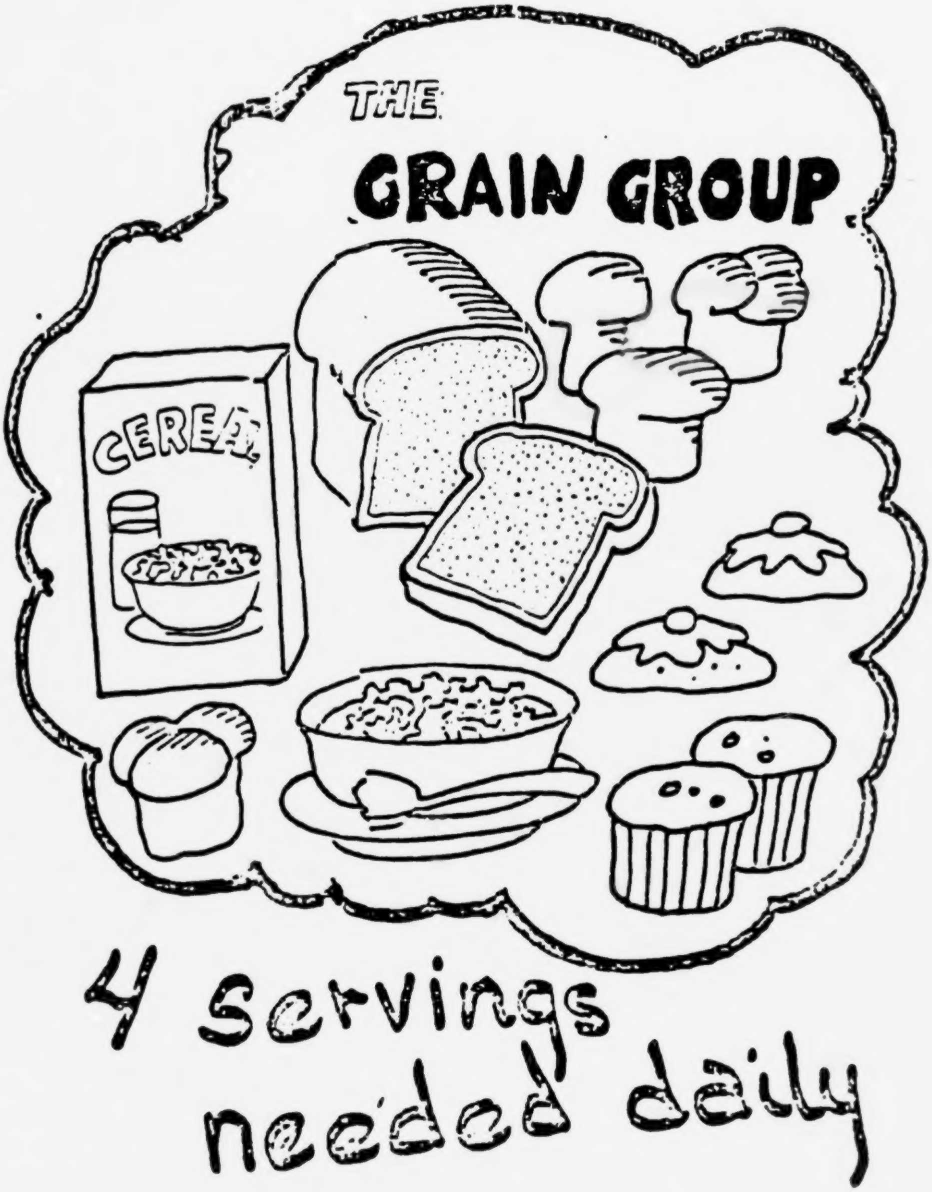

THE
MILK GROUP
MILK
COTTAGE CHEESE

Servings
needed
daily:

3 children
4 Teens
2 adults


THE FRUITS AND VEGETABLES GROUP

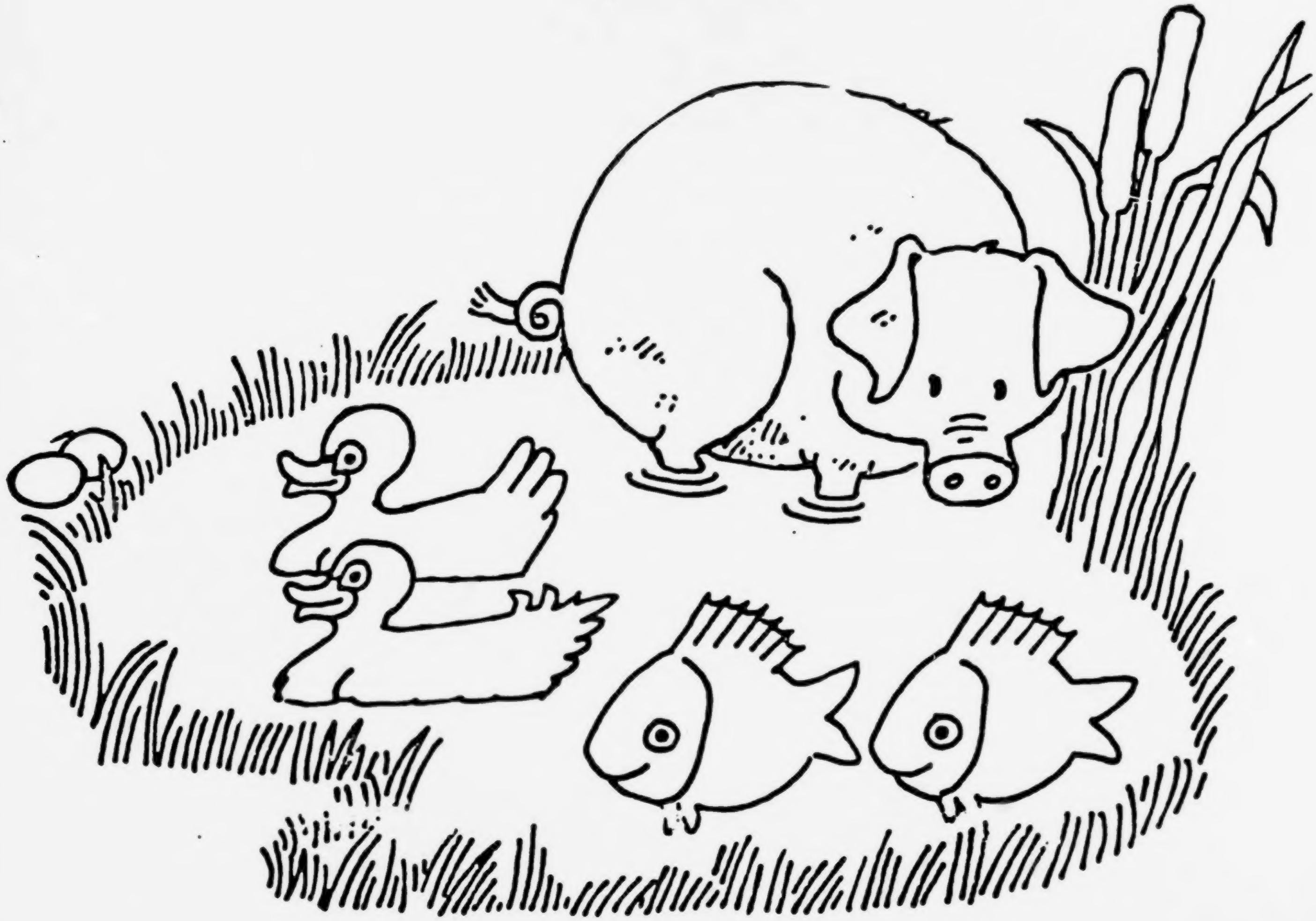
4 servings needed daily


THE
GRAIN GROUP
CEREAL

4 servings
needed daily

The Meat Group

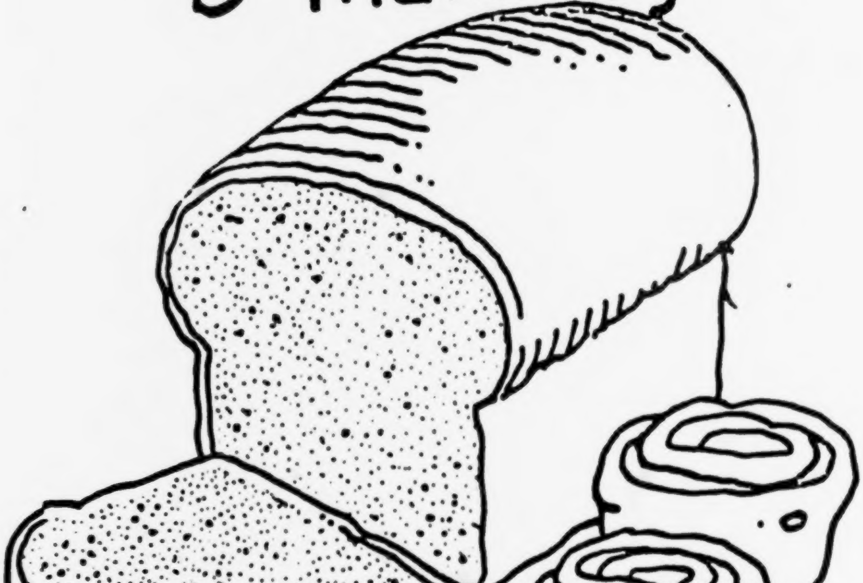
Protein
Fats
Iron
B-vitamins
Zinc



The Grain Group

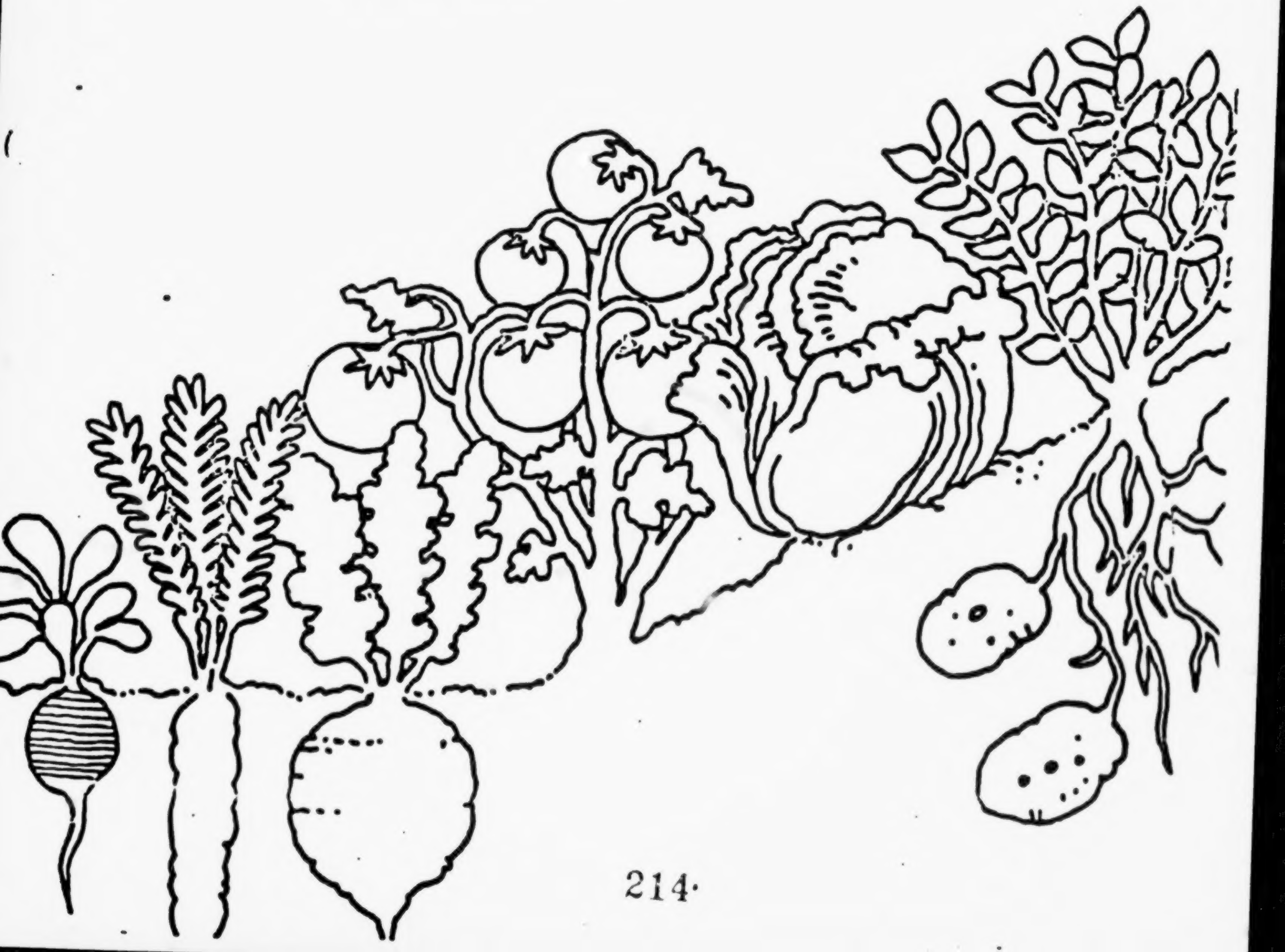
Carbohydrates
Vitamin E
Iron
B-Vitamins

} Enriched



The Vegetables and Fruits Group

Vitamins A and C
E and K
Carbohydrates
Trace Minerals

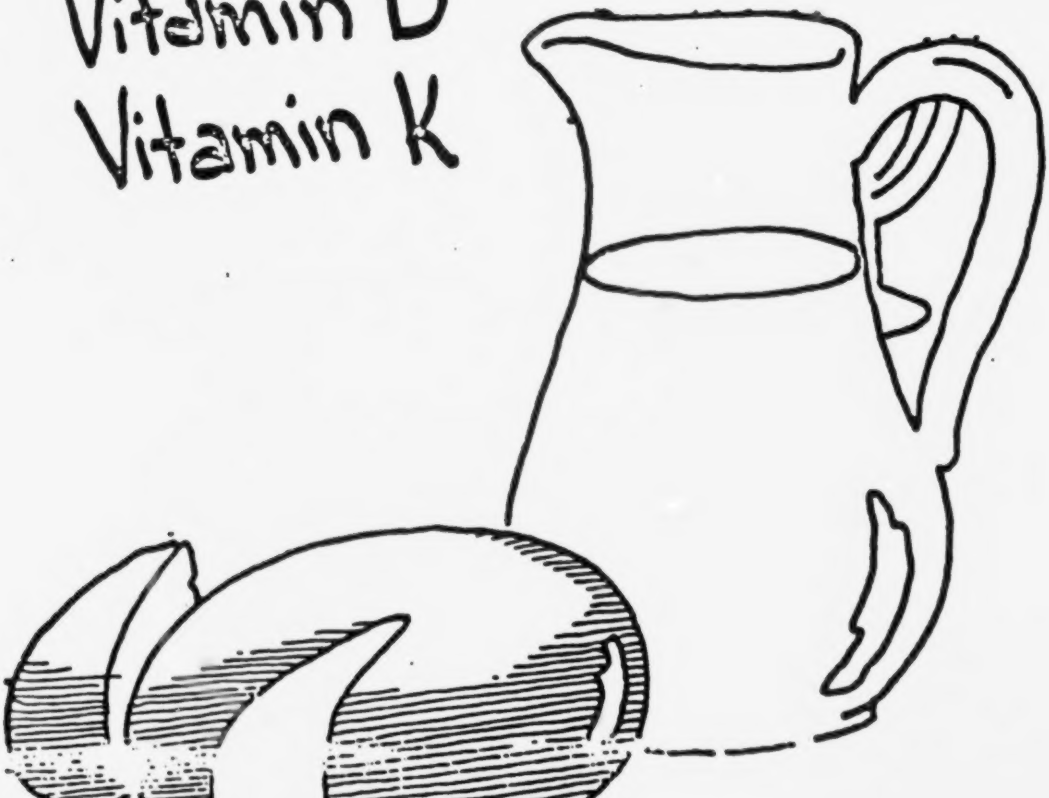


The Vegetables and Fruits Group

Vitamins A and C
E and K
Carbohydrates
Trace Minerals

The Milk Group

Protein
Fat
Calcium, phosphorus
Vitamin D
Vitamin K



Word Scramble on food NUTRIENTS NAME ____________________

1. Carbohydrates

RAEBDS _ _ _ _ _ _

ETAOOTPS _ _ _ _ _ _ _ _

CERI _ _ _ _

UTRFIS _ _ _ _ _ _

2. Fats

LOCCHOETA _ _ _ _ _ _ _ _ _

TSUN _ _ _ _

GEGS _ _ _ _

IOLS _ _ _ _

3. Proteins

EATM _ _ _ _

KILM _ _ _ _

IHFS _ _ _ _

EEESHC _ _ _ _

4. Minerals

ZNIC _ _ _ _

ORIN _ _ _ _

DIEORLFU _ _ _ _ _ _ _ _

MUICLAC _ _ _ _ _ _ _

5. Vitamins

CRISAOBK IDCA _ _ _ _ _ _ _ _ _ _ _ _

RBFALOIIVN _ _ _ _ _ _ _ _ _ _

NNIIAC _ _ _ _ _ _

NMIIATH _ _ _ _ _ _ _

Key:
1. Bread, Potatos, Rice, Fruits
2. Chocolate, Nuts, Eggs, Oils
3. Meats, Milk, Fish, Cheese
4. Zinc, Iron, Fluoride, Calcium
5. Ascorbic Acid, Riboflavin, Niacin, Thiamin

SUMMARY SHEET FOR AN ARTICLE NUTRITION

Title of Article ____________________

Source (name of magazine or newspaper) ____________________

Date of issue-month, year ____________________

Pages ____________________

1. What was the purpose of the article?

2. Summarize facts about nutrition which were included in the article.

3. List any directions, procedures, or suggestions about improving food choices that were included in the article.

SUMMARY SHEET FOR AN ARTICLE ON MEAL PLANNING

Title of Article ____________________

Source (name of magazine or newspaper) ____________________

Date of issue-month, year ____________________

Pages ____________________

1. List procedures, directions, or suggestions about meal planning or menu planning included in the article.

2. Were there diagrams or pictures in the article? _____
   What did they explain or show? _____

3. If the article included menus, select one and write it here:

   Would this meal be attactive? _____
   Is there a variety of colors? _____ shapes? _____
   How many different flavors? _____
   Are there unfamiliar foods in the menu? _____
   Which of the Basic Four Food Groups are represented in the menu? _____

MATCHING TEST

DO YOU KNOW YOUR FOODS AND FOOD GROUPS?

Directions: Classify each food in the column at the left into the correct food group by putting the letter of the food group in the blank.

Foods

______ 1. cucumbers
______ 2. cottage cheese
______ 3. chicken
______ 4. corn bread
______ 5. rolls
______ 6. carrots
______ 7. eggs
______ 8. muffins
______ 9. ice cream
______10. pork chops
______11. dry beans
______12. baking powder biscuits
______13. milk shake
______14. tuna fish
______15. potatoes
______16. crackers
______17. squash
______18. rice
______19. cabbage
______20. hamburger patties
______21. bananas
______22. cheddar cheese
______23. pumpkin
______24. oatmeal
______25. apples

Food Groups

A. Milk group
B. Meat group
C. Vegetable-fruit group
D. Bread-cereal group

NAME ______________________ B51

DATE ______________ HOUR ________

ASSIGNMENT - IS YOUR SACK LUNCH O.K.?

Directions: Use the Basic Four Plus Others chart to evaluate your sack lunch. Then answer the following questions.

The foods in my sack lunch are: ______________________________

____

____

____

How many servings of each of the food groups were in your sack lunch?

Milk ______________________

Meat ______________________

Fruit/Vegetable ______________

Grain ______________________

Others _____________________

Which food groups were missing from your sack lunch?

____

____

____

What food groups do you need to include in your other meals? How many servings are still needed from each group?

Food Groups Missing	Servings Needed

How would you improve this sack lunch? ______________________________

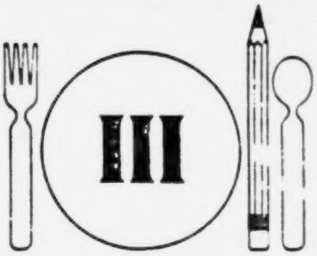
____

My improved sack lunch would include: ______________________________

____

NUTRITION

WORKSHEET



I HAVE A FOOD CHALLENGE

"My doctor says to lose weight!" "My doctor says I'm too thin!" "I have to watch out for saturated fats and cholesterol!" In many families, there are members who have some sort of dietary restriction or consideration to account for in menu planning.

What is the nutritional challenge in your classroom "family" group? If you need help, follow up with research in your textbook, in books provided by your teacher, or at the school library.

List five ways to help your "family" member to solve this problem.

1. ______________________________
____

2 ______________________________
____

3. ______________________________
____

4 ______________________________
____

5 ______________________________
____

Student's Name ____________________ ________ Class Period ____________

BEST COPY AVAILABLE

GET SMART

DOLLARS AND SENSE

DIET FACTS AND FALLACIES

Dieters come in all shapes and sizes, so whether you're on a diet to lose weight or gain, knowledge of diet misconceptions and little-known facts can help you get off to a good start. Keep in mind that every diet should be nutritionally balanced and include a wide variety of foods (so that you won't be tempted to give up because you're bored). It's always a smart move to have a check-up with your doctor before starting any diet. To find out how to diet wisely, read through the statements below and mark them true or false. (Answers are in your teacher's issue of FORECAST.)

1. A calorie is a unit of fat. **TRUE** ________ **FALSE** ________

2. It's not a good idea to exercise while dieting because you'll work up an appetite and overeat. **TRUE** ________ **FALSE** ________

3. The greatest cause of obesity in teenagers is lack of physical exercise on a regular basis. **TRUE** ________ **FALSE** ________

4. The key to successful maintenance of your goal weight after dieting is to develop new eating and exercise habits. **TRUE** ________ **FALSE** ________

5. When you're on a diet, it's wise to eat quickly so you can make a fast "get-away" from the table. **TRUE** ________ **FALSE** ________

6. Over-the-counter diet aids are considered safe and can be used by anyone who wants to gain or lose weight. **TRUE** ________ **FALSE** ________

7. It's easier for a thin person to succeed at a weight-gaining diet than for an overweight person to succeed at losing. **TRUE** ________ **FALSE** ________

8. Crash dieting is bad because you usually have an eating backlash and end up weighing more than you did before you started. **TRUE** ________ **FALSE** ________

9. Foods with a high water content generally have fewer calories than drier foods, and are a smart choice for dieters. **TRUE** ________ **FALSE** ________

10. A 16-year-old girl and boy are the same height and weight. She requires a greater number of calories to maintain her weight. **TRUE** ________ **FALSE** ________

11. It takes a deficit of 3500 calories to lose one pound. **TRUE** ________ **FALSE** ________

12. The heavier you are, the more calories you burn off doing the same physical activity as your thinner friend. **TRUE** ________ **FALSE** ________

13. You are on a diet, but haven't lost any weight for several weeks. You must be cheating. **TRUE** ________ **FALSE** ________

14. As you become thinner, your body requires fewer calories to maintain your weight than it did when you started out. **TRUE** ________ **FALSE** ________

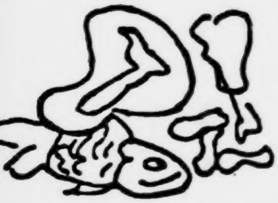
15. A good eating pattern when dieting is to skip breakfast, eat a light lunch, and have your largest meal at dinner. **TRUE** ________ **FALSE** ________

Key:

1. False--it's a unit of energy: 2. False--it can decrease your appetite; 3. True: 4. True: 5. False--eat slowly when dieting: 6. False--read the labels for precautions: 7. False--it's more difficult to gain: 8. True: 9. True: 10. False--boys have higher caloric requirements: 11. True: 12. True: 13. False--you may have reached a diet "plateau"; 14. True: 15. False--always eat your biggest meals before 3 p.m.

THE BASIC FOUR PLUS ONE MORE
16MM Film: MEET WHAT YOU EAT

How do you know when your body's getting enough of the right kind of food? That's a tricky question. But simply stated, you'll probably get what you need by eating some foods from each of these groups every day. These are the Basic Four Food Groups:



Meat Group
meat, fish, poultry,
beans, nuts, etc.

Milk Group
milk, cheese,
custard, etc.

Fruit and
Vegetable Group
carrot, orange,
lettuce, etc.

Enriched Bread
and Cereal Group
bread, macaroni,
breakfast cereal, etc.

Test yourself to see how much you know about these groups. Using a pencil, cross out the foods NOT in each group and put the letters in front of them in the boxes at right. (Hint: There are several answers in each group, so look carefully.) Then unscramble the letters in each box to find out how many servings of each group you need each day.

THE BASIC FOUR

Meat Group: A) beef B) hot dog C) poultry D) soybeans F) hamburger patty G) nuts H) lamb chops I) liver M) bologna N) fish O) apricots P) turkey T) rye bread U) eggs V) peanut butter W) ice cream

= ______ servings each day

Milk Group: B) cheese C) whole milk D) ice cream E) orange E) noodles F) skim milk G) cottage cheese H) eggplant L) ice cream M) yogurt N) chocolate milk O) cocoa R) tuna S) buttermilk T) mashed potatoes U) custard

= ______ servings each day

Fruit & Vegetable Group: C) apple D) carrot sticks E) tomoto F) waffle L) orange juice M) potatoes N) peach O) macaroni P) dried apricots Q) green geans R) lobster S) peas T) lemonade U) oatmeal V) strawberries W) raisins

= ______ servings each day

Enriched Bread & Cereal Group: E) whole wheat bread F) cabbage G) oatmeal H) corn flakes I) cornbread J) blueberry muffins K) rye bread L) rice M) noodles N) grits O) plums P) white bread R) catsup S) macaroni T) pancakes U) lamb chops

= ______ servings each day

PLUS ONE MORE

Other Foods. You probably know this group well. It includes fun foods that give you energy and good taste, but very little in the way of essentials your body needs. Here's a list. Circle the ones you've eaten in the last two weeks:

soft drinks, popcorn, pastries, pies, cakes, cookies, gum, doughnuts, jelly, jam, syrups, honey, catsup, mustard, mayonnaise, candy, cream, butter, margarine, potatoe chips, french fries, gravy, ice cream toppings, pickles, salad dressing, salt, coffee, tea, sugar.

GRAFFITTI BOARD: MYTH OR FACT?

" The teenage mom should eat twice as much food as she did before she was pregnant."

ANSWER:

"Whatever the fetus needs, it will automatically receive from the mother's body, no matter what the mom eats."

ANSWER:

"The pregnant mom should gain a minimum amount of weight to produce a smaller baby which is easier to deliver."

ANSWER:

"Whatever the mom and baby needs, the mom will instinctively crave and consume."

ANSWER:

"If I'm not showing or certain of pregnancy, I have no need for medical care."

ANSWER:

"Exercise should be avoided during pregnancy-I should stop participation in sports or exercise programs."

ANSWER:

NAME______________________________

DATE________________HOUR___________

KITCHEN SAFETY PRE-TEST

Circle T or F beside each statement.

T F 1. Store foods and utensils close to where you will be using them.

T F 2. Clean up spills after you have finished preparing a meal.

T F 3. A sharp knife is less dangerous than a dull one.

T F 4. When washing knives, place them in the dishwater all at the same time.

T F 5. When slicing foods, slide them on a cutting board.

T F 6. Try to strain out the glass if you have broken a jar when opening it.

T F 7. Turn pan handles toward the center of the range when cooking.

T F 8. Direct steam away from your body when lifting up a lid.

T F 9. The boiling point of water is lower than that of fat.

T F 10. It is acceptable to plug in appliances with wet hands.

T F 11. Use baking soda to smother a fire.

T F 12. Put cold water in hot pans to soak the particles cooked in.

T F 13. After you have turned on the oven, check to see if something is inside.

T F 14. Place the racks in the oven where desired before turning on the oven.

T F 15. Running cold water on a minor burn is the best treatment.

T F 16. Do not use silverware or any metal object to get out a piece of toast when the toaster is plugged in.

T F 17. Do not set hot pans or dishes on the range top or formica counter.

T F 18. Steam does not burn the skin.

T F 19. Use water to put out a grease fire.

T F 20. Use pyrex or ovenproof glass in the oven.

KITCHEN SAFETY PRE-TEST, continued

T F 21. Use a separate taster spoon for sampling while cooking.

T F 22. Check the controls rather than touching the burner to see if the burners are turned on.

T F 23. Place empty pots and pans on the cooking unit, turn the unit on and then add the food or substance to be cooked.

T F 24. Keep oven doors closed except when broiling in the electric oven.

T F 25. When rinsing food off plates, allow small particles of food to go down the sink drains, but put larger food waste down the garbage disposer.

T F 26. Use a rubber mat in the bottom of the sink to prevent breakage.

T F 27. Stacking dishes in high stacks is acceptable as long as nothing gets broken.

T F 28. Disconnect electrical appliances by the cord, not the plug.

T F 29. Leave the drawers and cupboard doors open to make it easier to get the equipment out when you need it.

T_F 30. When using the fire extinguisher, point the nozzle towards the base of the fire.

T F 31. When peeling carrots or potatoes, cut away from your body.

T F 32. Whenever possible, use a metal spoon for stirring and mixing.

T F 33. When going to the supply area, every student from the unit helps carry something back to the kitchen.

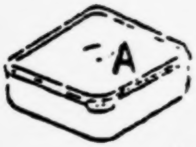
T F 34. A wet potholder is as good as a dry one.

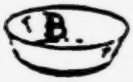
T F 35. If your clothes catch on fire, run to the supply area to get the fire blanket to smother the flames.

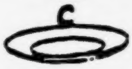
ASSIGNMENT - FOOD SAFETY AND SANITATION

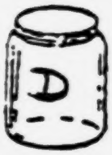
PROPER STORAGE

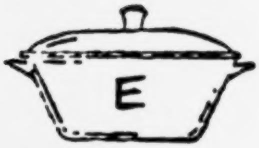
Directions: You have completed a laboratory lesson and its time to clean up the unit. You need to put away the leftover food. You have the following storage items.

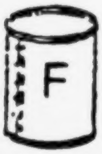


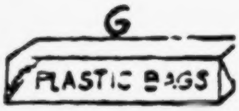


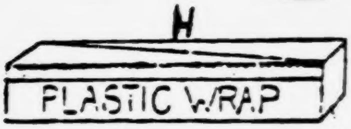


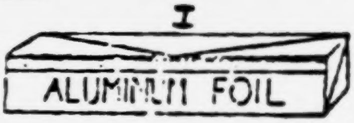


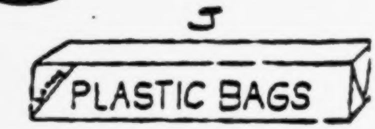












The leftovers are listed below. Beside each leftover place the letter of the storage item that would be the best to use for storing the food. There may be more then one letter for each food.

________ 1. Evaporated milk

________ 2. Cheese

________ 3. Pizza slice

________ 4. Loaf of bread

________ 5. Egg yolks

________ 6. Tuna fish salad

________ 7. Onion half

________ 8. Tomato juice

________ 9. Lettuce

________10. Apple Half

________11. Tomato slices

________12. Banana slices

________13. Luncheon meat

________14. Baked chicken in a sauce

________15. spaghetti in a meat sauce

________16. Broken eggs

________17. Chicken fat or grease

________18. Ice cream

________19. Iced tea

________20. Powdered milk

MATCHING QUIZ

FOOD STORAGE

Directions: Find the correct storage method for each food. Put the letter in front of the food. One storage method may be suitable for more than one food.

FOOD

_____ 1. unripened fruits such as melons, apples, and pears

_____ 2. bananas

_____ 3. fresh milk

_____ 4. sugar and flour

_____ 5. boxed nonfat dry milk

_____ 6. coffee

_____ 7. frozen foods

_____ 8. potatoes and onions

_____ 9. leftover cooked food

_____10. canned foods, opened

_____11. canned foods, unopened

_____12. fresh fish and poultry

_____13. canned evaporated and condensed milk

_____14. rice, noodles, and beans

_____15. ripened melons, apples, and pears

_____16. dired fruits and cereals

STORAGE METHOD

A. store in cool, dry, dark place

B. covered container in dry place

C. cupboard self

D. place in freezer immediately

E. jars with tight-fitting lids

F. cool and dry place

G. place in refrigerator immediately and use as soon as possible

H. keep in refrigerator and use within a day or two

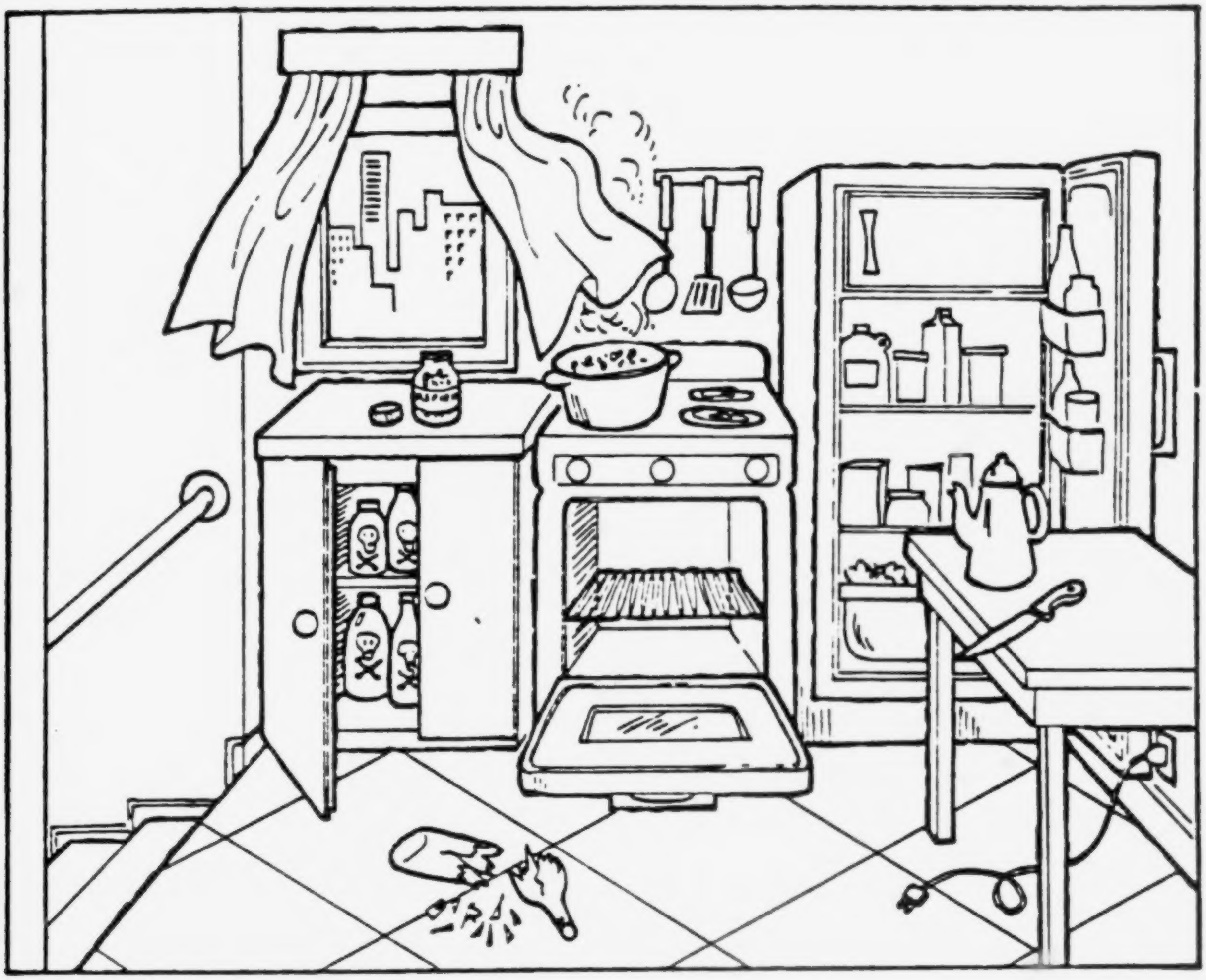
I. keep at room temperature

J. store in refrigerator-may be kept longer than a day or two

K. place in freezer and cook within a short time

Find 10 items in this room which make it unsafe for young children.
Then list them in the spaces below.

AN EYE ON SAFETY



1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

6. ______________________

7. ______________________

8. ______________________

9. ______________________

10. ______________________

SENSELESS SAL

HELP #1

This is a story about Senseless Sal and her daughter, Dill. Sal and Dill do many things which are unhealthy. Listen to see if you can spot them.

[Senseless Sal is in the kitchen, daughter Dill is in the backyard.]

Sal: Dill, Dill, stop playing with that dog and come in for lunch.

Dill: What are we having? Oh! Tuna salad, we had that last night for supper. I put the leftovers away before I went to bed.

Sal: Wash your hands before you eat.

Dill: Do I have to?

Sal: I suppose not, a few germs never killed anyone!

Dill: What will we have for supper tonight?

Sal: I think we'll have fried chicken. If I take it out of the freezer now and put it on the counter, it will be thawed out by the time I want to fix it. I need to go to the store this afternoon.

Dill: Can I go with you? You said we could shop for a new dress.

Sal: We'll go to the grocery store first and then to the department store.

Dill: Should I put this mayonnaise away?

Sal: Just put it on the counter and let's get going. I'll put it in the refrigerator after awhile.

[Senseless Sal and Dill enter the supermarket.]

Sal: Now, let me see, I need milk, fresh pork, and frozen vegetables. I'll get those first and then go through the store and get anything else I need.

[As they push the carts through the aisles . . .]

Dill: Look at this funny can of mushrooms, the two ends look like they are pushed out.

Sal: Just put it back on the shelf and let's go check out. It's a warm day and the department store is air-conditioned. We can take time out there.

[After two hours of shopping, Sal and Dill return home.]

Sal: I'll get that chicken started before I put these groceries away.

Dill: After you start the chicken, can we make some cookies?

Sal: Sure, you get out the ingredients. Did you wash off the counter?

Dill: No.

Sal: Oh, never mind, it looks clean.

Dill: Is this cracked egg okay to use?

Sal: We'll use it. Can you finish the lunch dishes while I start the cookies?

Dill: The water is cold.

Sal: That's okay, if it's got plenty of soap in it. Just wipe out that bowl that the chicken was in. I need it to mix the cookie dough.

Dill: I want to eat the dough that is left in the bowl.

Sal: Okay! There, now the cookies are baking and I can get those groceries put away. I don't have a covered dish to put this pork in so I'll just put it on a plate in the fridge.

Dill: What else will we have for supper?

Sal: I guess we'll have a quart of those home canned green beans Grandma put up last summer. We better eat this one first, the lid seems to be leaking.

Dill: The cookies are done.

Sal: Good, soon your father, Hopeless Hal, will be home. He went to the doctor. He's suffering fro stomach-aches and he had diarrhea again.

List at least 10 things Senseless Sal and Dill did that were unsafe, using complete sentences. 1 point extra credit for each additional hazard listed.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

B63

SAFETY FIRST! NAME ______________________________

The kitchen can be a great place for creating your favorite foods, but those utensils and appliances that make your work fun and fast can cause problems if not used properly. Everything done in the kitchen should be done with safety in mind. Remember SAFETY FIRST!

Below are fifteen situations that could really happen in the kitchen. Answer the questions each one asks.

1. Ron was fixing lunch for himself and two friends. After he got all done he noticed that his cuffs were stained with catsup, his shirt had grease spots on it and his pants were splashed with food. Ron had to go change his clothes. What should he have done to keep his clothes clean? ______________

____

2. Long-haired Brenda was fixing lunch for her family. As she leaned over the range her hair caught on fire. What sould she do now to put out the fire?

____

____

How can she prevent this from happening again? ______________________________

____

3. Dick was cleaning up the kitchen after fixing a snack. He put the food scraps down the food disposal. As he turned it on, it clunked, banged and growled. Dick quickly turned if off and dug a spoon, can label, and a piece of string out of the disposal. What was wrong? ______________________________

____

What goes down the garbage disposal? ______________________________

____

4. Linda is doing dishes for her mother. Mrs. Smith used her new electric skillet for the first time today. When Linda is ready to wash it, she wonders whether she should put it in the dishwater or not. Her mother is not home to ask. How can she find out how to clean the skillet?

____

____

What does "Immersible" mean? ______________________________

____

B64

5. Pat's family moved into a apartment that has only one wall outlet in the kitchen. They have about seven electrical appliances. Pat is wondering what to do about plugging them in. Should she use a 3-way plug or not?

What would happen if she plugged them into one outlet?

What should she do?

6. Don was visiting his Grandmother and wanted to surprise her by baking some cookies. She had a gas stove that Don did not know how to operate. Give him some simple rules for cooking with a gas stove.

1.

2.

7. Donna was in a hurry to fix herself lunch. She had placed a saucepan filled with soup on the front burner of the stove with the handle toward the front. She brushed past the stove on her way to cupboard and spilled soup all over. What was Donna doing wrong?

8. James was helping his parents clean up after a party. He picked up several ash trays and emptied them into the kitchen wastebasket. When we went into the kitchen later he saw smoke coming from the waste basket. What should he do now?

What could he have done to prevent the fire?

9. Mary was at the stove frying potatoes when the grease caught fire. By acting fast, what could she find in the kitchen to put the fire out?

What should she NOT use?

10. Betty's pot holder slipped as she reached in the oven to pull out her cookies. She burned her finger on the oven rack. What should she do for the burn?

How should she put things into and take things from the oven safely?

11. Joyce was boiling a big pot of chili for an "after the game" party. When she lifted the lid off the pot, she burned her face with the steam. What could she have done to have prevented the steam burn?

12. Karen was fixing grilled cheese sandwiches for herself and her little sister. She turned on the electric burner, then went to gather the skillet and ingredients. Her little sister didn't see the burner was on and reached over it, burning her arm. What rule of stove safety was she not following?

____

____

13. Sharon dropped a glass of lemonade she was serving to some friends. As she was picking up the glass, she cut herself. How could she have picked up the glass without cutting herself?____________________________________

____

How should she throw it away safely?____________________________________

____

14. Joan was cutting vegetables for a tossed green salad. She had a sharp knife and was cutting in the air over her serving dish. She nicked her finger in the process. What should she do about the cut?____________________________

____

What could she have done to prevent the cut in the first place?_______________

____

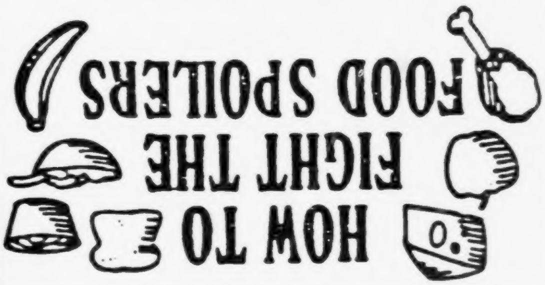
____

15. Sue has fallen in her kitchen twice this week. The first time she slipped on water she had spilled and today she slipped on a piece of food on the floor. How can she prevent the falls?____________________________________

____

____

Activity Master 6



HOW TO FIGHT THE FOOD SPOILERS

Always follow these ten guidelines.
(Fill in the blanks.)

1. When shopping for food, pick up meat, poultry, and dairy items _________ ; get them home and into the _________ or freezer promptly.

2. Never buy _________ in leaking, bulging, or severely dented cans, cracked jars, or jars with loose or bulging lids.

3. Maintain refrigerator temperature at 35° to 40°F (2° to 4°C) and _________ at 0°F (−18°C) or lower. Check frequently to be sure.

4. Thaw meat and poultry in the refrigerator or, for faster results, in a watertight package under _________ water.

5. Wash hands _________ and _________ preparing food.

6. After handling raw _________ or poultry, wash hands before touching other _________ or food surfaces.

7. Wash utensils, containers, and work surfaces _________ and _________ they come into contact with raw or cooked meat or poultry.

8. Always keep _________ foods hot and cold foods _________ until served.

9. Refrigerate or freeze leftovers _________ .

10. Never keep perishable food at room temperature any longer than ______________ (including time to prepare, serve, and eat).

Here are some other useful tips to remember.

Buying

- Have the checkout clerk package meats, poultry, and frozen foods together.
- Don't buy torn packages, bulging or badly dented cans, jars with bulging or loosely fitting covers, eggs that are cracked, partially defrosted foods, or frozen food packages that are stained.
- Don't leave groceries sitting inside a car or car trunk.

Handling

- Wash poultry before cooking.
- Serve hot foods immediately after cooking, cold foods, directly from the refrigerator.
- Heat leftovers thoroughly.

Storing

- Use refrigerated meat and poultry within 1-2 days.
- Follow storage instructions on labels of processed products.
- Store luncheon meats and sausage in their unopened packages in refrigerator until ready to use.
- Store canned products in a cool dry place.
- Refrigerate canned products that are marked "perishable" or "keep under refrigeration." Store canned ham in refrigerator.

240°F (116°C)	Canning temperature for low-acid vegetables, meat, poultry in pressure canner.
212°F (100°)	Canning temperature for fruits, tomatoes, and pickles in waterbath canner.
165°F (72°C)	Cooking temperature that destroys most bacteria.
140°F (60°C)	Warming temperature to prevent rapid growth of bacteria.
120°F (49°C) 40°F (4°C)	**DANGER ZONE** Meat, poultry, dairy products, leftovers held more than 2 hours in this temperature range are subject to rapid growth of bacteria.
32°F (0°C)	Cold temperature to prevent rapid growth of bacteria.
0°F (−18°C)	Freezing temperature to stop growth of bacteria, but allows bacteria present to survive.
	DO NOT STORE RAW MEATS MORE THAN 5 DAYS, POULTRY, FISH, OR GROUND MEAT MORE THAN 2 DAYS IN REFRIGERATOR

B67

NAME______________________________

DATE____________________HOUR______

INFORMATION SHEET

FOOD SAFETY AND SANITATION

PROPER TEMPERATURE - SAFE FOOD

°F	°C	
250	121	
240	116	Canning - low acid vegetables, meat, poultry - pressure canne
212	100	Canning - fruits, tomatoes, pickles - water bath canner
		Cooking temperatures destroy most bacteria.
165	74	
140	60	Prevents growth but allows survival of some bacteria.
125	52	Bacteria survives - some may grow.
		DANGER ZONE
60	16	
40	5	Food poisoning bacteria may occur.
32	0	Slow growth of bacteria
0	-18	Stops growth (Does not kill the bacteria.)

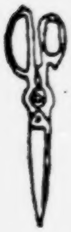
Safety Rules

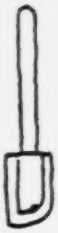
Keep Hot Foods Hot.

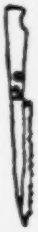
Keep cold foods cold.

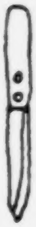
THAT THINGAMAJIG

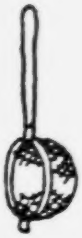
elow are pictures of kitchen equipment. On a separate sheet of paper, number from to 25. For each piece of equipment, write its correct name and the food which can e prepared using that equipment.

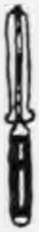


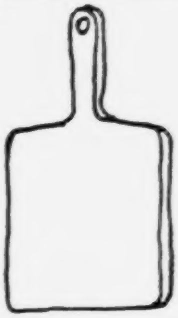
2


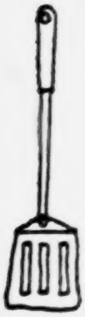
3


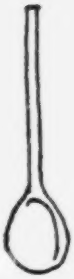
4


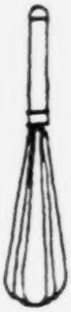
5


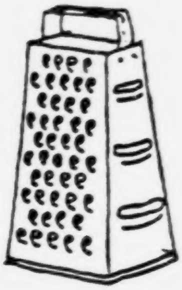
6


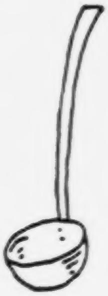
7


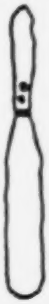


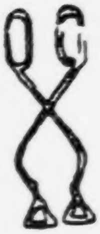
9


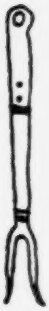
10


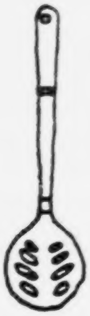
11


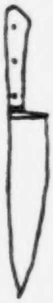
12


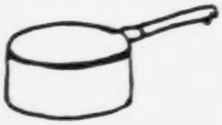
13


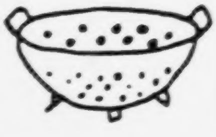
14


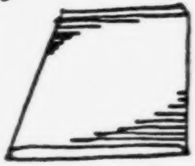


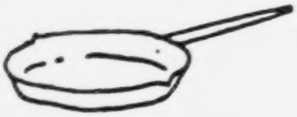
16


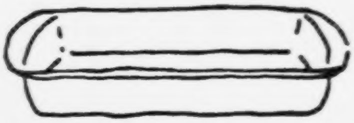
17


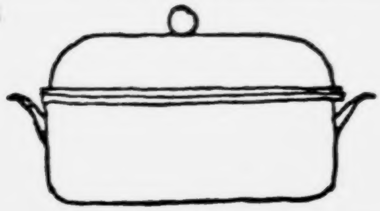
18


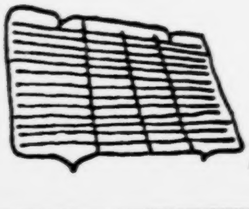
19


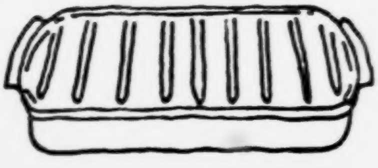
20


21


22




24


25


NAME______________________________

DATE_______________HOUR__________

PRE-TEST - MEASURING AND ABBREVIATIONS

Fill in the blanks by identifying which measuring utensil(s) would be used to measure the following ingredients. More than one may be needed in some instances.

1 cup flour__________

1 cup milk__________

1/2 cup sugar_______

1.2 cup oil__________

1 1/2 teaspoon salt__________

2/3 cup brown sugar__________

4 tablespoons baking soda_________

3/4 cup shortening__________

In the blank provided, place the correct abbreviation for each word.

cup________________

tablespoon__________

teaspoon____________

pound______________

few grains______________

baking powder____________

degrees_________________

powdered________________

In the blank provided, place the correct equivalent measurement as indicated.

1 tablespoon = __________teaspoon(s)

1 cup = __________Tablespoon(s)

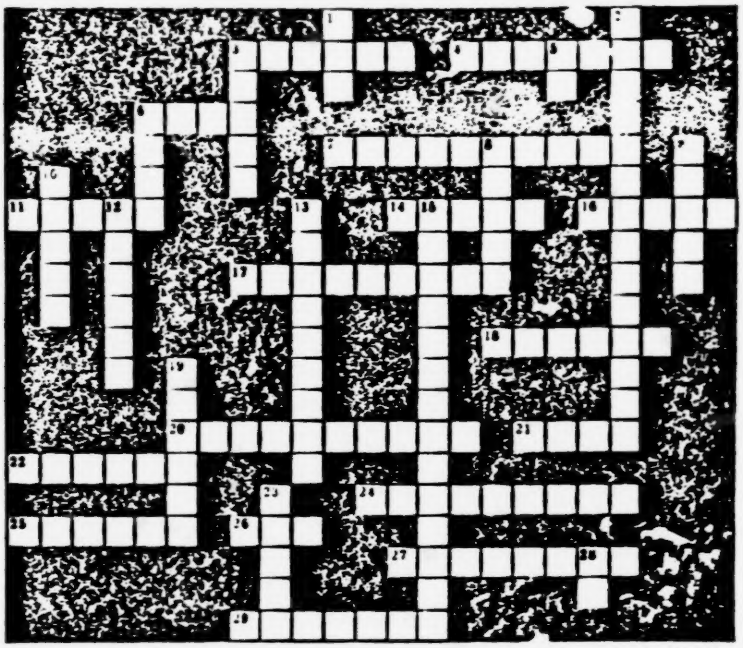
P&G Food Facts For Home

Student Worksheet #4

WHAT DO YOU KNOW ABOUT COOKING METHODS AND MEASUREMENTS?

The answers to this crossword puzzle put ll the facts together.

When you've finished, you'll have a handy reference sheet.

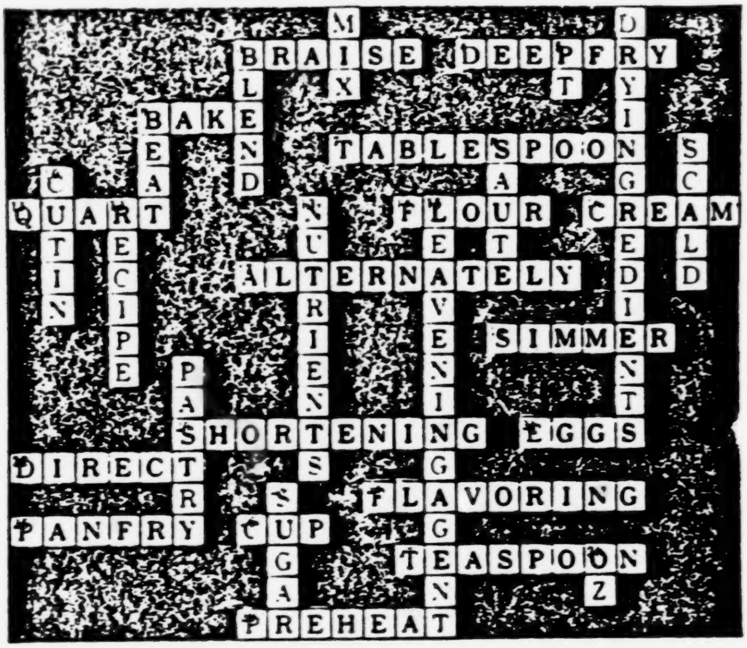


OWN

1. To combine ingredients evenly. Not as vigorous as beating.
2. Sugar, flour, salt and all non-moist items used in cooking. (2 words)
3. To mix two or more ingredients thoroughly.
5. Abbreviation for pint.
6. To mix ingredients very well by hand or using an appliance; adds air.
8. To cook until brown in a small amount of fat. Typical method for onions.
9. To heat milk just below boiling.
10. To distribute solid fat in dry ingredients by chopping with knives or pastry blender until finely divided. (2 words)
12. Step by step directions for cooking.
13 Substances in food which keep the body healthy. Protein, vitamins, carbohydrates are examples.
15. Baking powder or other ingredient used to help product rise or increase in volume during cooking. (2 words)
19. Product made with shortening or oil, flour, salt. Used for pies.
23. Sweet ingredient added to food. In baking, helps browning.
28. Abbreviation for ounce.

ACROSS

3. To cook in a covered pan with a small amount of liquid or steam.
4. To cover food completely with hot fat for quick cooking. (2 words)
6. To cook by dry heat in an oven.
7. Measuring item, abbreviated tbsp.
11. Contains 2 pints.
14. Ingredient used in baked goods. Provides structure. Usually sifted.
16. To beat shortening or a mixture of shortening and sugar until fluffy.
17. To add part of the dry ingredients, then part of the liquid, then part of the dry and so on until all are combined.
18. To cook in liquid just below boiling point, bubbles are lazy and form slowly.
20. Solid form of fat; cut in flour to make paste.
21. Ingredients used to help bind other ones together in baking. Sometimes must be beaten or separated before using.
22. Type of heat used in frying, braising, broiling.
24. Vanilla or other ingredients added to make food more tasty.
25. To cook quickly in a skillet with a small amount of fat. (2 words)
26. Measuring item. There are 4 in a qt.
27. Measuring item. There are 3 in a tbsp.
29. To heat oven 10 minutes before putting something in it to bake.


MIX
BRAISE
DEEPFRY
DRY INGREDIENTS
BLEND
BAKE
BEAT
TABLESPOON
SAUTE
SCALD
CUT IN
QUART
FLOUR
CREAM
RECIPE
NUTRIENTS
ALTERNATELY
LEAVENING AGENT
SIMMER
PASTRY
SHORTENING
EGGS
DIRECT
FLAVORING
PANFRY
CUP
SUGAR
TEASPOON
OZ
PREHEAT

MEASURING LAB

Today we will be demonstrating to each other how to measure certain ingredients that you will be measuring quite frequently as we begin out foods labs. We will need sixteen students to perform these tasks that are listed below.

COWBOY COFFEE CAKE
Tasks

______________ 1. Demonstrate lighting oven to 350 degrees F; also measure 2 tsp. baking powder and put in custard cup.

______________ 2. Demonstrate greasing and flouring 2 9" round cake pans.

______________ 3. Demonstrate 1 c. sweet milk converted to 1 c. sour milk.

______________ 4. Demonstrate measuring 2 1/2 c. sifted all-purpose flour and put in large mixing bowl.

______________ 5. Demonstrate measuring 2 c. brown sugar and add to flour.

______________ 6. Demonstrate measuring 2/3 c. shortening and set aside in measuring cups measured in.

______________ 7. Demonstrate measuring 1/2 tsp. salt; add salt to flour and brown sugar.

______________ 8. Demonstrate measuring 1/2 tsp. soda, 1/2 tsp. cinnamon and 1/2 tsp. nutmeg; add these to baking powder in custard cup.

______________ 9. Demonstrate how to beat 2 eggs; add to milk.

______________ 10. Demonstrate the following steps: Blend flour, sugar, salt, and cut in shortening with pastry blender until crumbly; reserve 1/2 cup.

______________ 11. To remaining crumbs, add baking powder, soda, and spices; mix well.

______________ 12. Add milk and eggs to flour mixture; mix batter with electric mixer until smooth.

______________ 13. Divide batter evenly into two prepared cake pans.

______________ 14. Demonstrate sprinkling pans of batter with remaining crumbs.

______________ 15. Demonstrate moving oven shelves so the pans can be placed in the center of the oven and then demonstrate the proper placing of the two pans in the oven. Shut door.

______________ 16. Demonstrate the setting of the oven timer for 25 minutes. Have two cake racks out on counter to put cakes when done.

B73

NAME ____________________

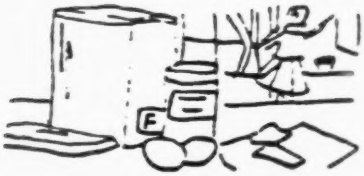
DATE ______________ HOUR ____________

INFORMATION SHEET

READING A RECIPE FOR PERFECT RESULTS

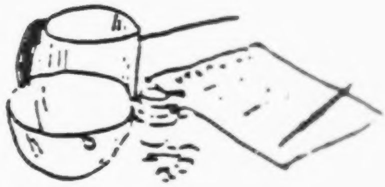
Read the recipe carefully!
Every word of it.

Get your ingredients together
to be sure you have them all.



Complete preparation of ingredients
such as chopping nuts, melting
chocolate.

Collect utensils. Gather together
all you will need.

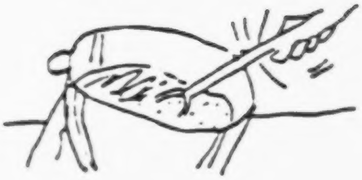


If oven is needed, set at desired
temperature so that it can be preheated
to proper temperature.

Measure as exactly as a druggist.

READING A RECIPE FOR PERFECT RESULTS, CONTINUED

Mix carefully, following every direction exactly.



Bake or cook as directed for perfect results.

FACTS ON RECIPES

DO YOU KNOW HOW TO DIVIDE A RECIPE?

1. To divide a recipe in half, divide each measurement by two.
   To divide a recipe in fourths, divide each measurement by four.

2. In dividing very small amounts, divide the number of spoonfuls that are in that portion. For example: To divide 1/8 cup (which is equal to 2T) in half, divide 2T by 2. The result is 1T. One Tablespoon is 1/2 of 1/8 cup.

3. If in dividing you find yourself getting involved in fractions, use the table below. For example: To divide 1/3 of a cup in half, first find how may T. there are in 1/3 cup. The answer is 5 1/3 T. To divide this in half, it would give you 2 2/3 T or 2 T. plus 2 t.

WHAT IS A GOOD RECIPE?

1. It gives clear and simple directions.
2. It gives the time and temperature for baking and cooking.
3. It has been tested.
4. It does not use misleading titles.
5. It used exact measurements.
6. It describes the dish clearly.
7. It gives the number it will serve.

WHAT IS A TESTED RECIPE?

It is a recipe which has been tested and tried over and over again in a research kitchen until a satisfactory product is maintained.

WHY DO RECIPES GO WRONG?

1. You fail to read the whole recipe through first.
2. You measure inaccurately.
3. The recipe is misread or misinterested. (Terms like mix, beat, fold, or whip are not understood.)
4. You guess at temperatures for baking or peek in the oven too often.
5. You use the wrong technique for mixing the ingredients.
6. You forgot to put in one ingredient.
7. You fail to blend ingredients at room temperature.
8. You substitute one material for another and did not know how to make the correct subsitution.
9. In using a double recipe or half a recipe, you fail to divide or multiply correctly.
10. You fail to use a tested recipe and too often use a friend's recipe in which the correct measurements are not given or in which she has substituted her own amounts.

ASSIGNMENT - KITCHEN ORGANIZATION AND MANAGEMENT

Objective:

The student will know and be able to carry out the individual and group responsibilities necessary to work cooperatively in food preparation.

Information shared:

A worksheet for planning labs should be done before any food preparation occurs.

Demonstrations are very helpful in helping students to be organized.

Table setting activity may be incorporated throughout lab procedures.

Equipment needed:

Duty Sheet
Food Worksheet - planning sheet
Sign in sheet

Steps in completion of activity:

1. Each kitchen group divides members into the jobs of Host/Hostess, Water/Waitress, Cook, Assistant.
2. Teacher records assignment on sign in sheet to keep track of rotation of jobs weekly.
3. Teacher hands out recipe to each student and it is read over. Terms are discussed. Recipe is doubled and halved. Table setting is given for each preparation.
4. Student are to use recipe to fill out Foods Worksheet. Teacher tells students the number of items to be listed from kitchen and room supply table, and then student fills out all sections except how the food product turned out which is filled out at conclusion of lab.
5. Students hand in Foods Worksheet and it is checked by teacher for items missing or incorrectly listed.

NAME______________________________

DATE____________________HOUR________

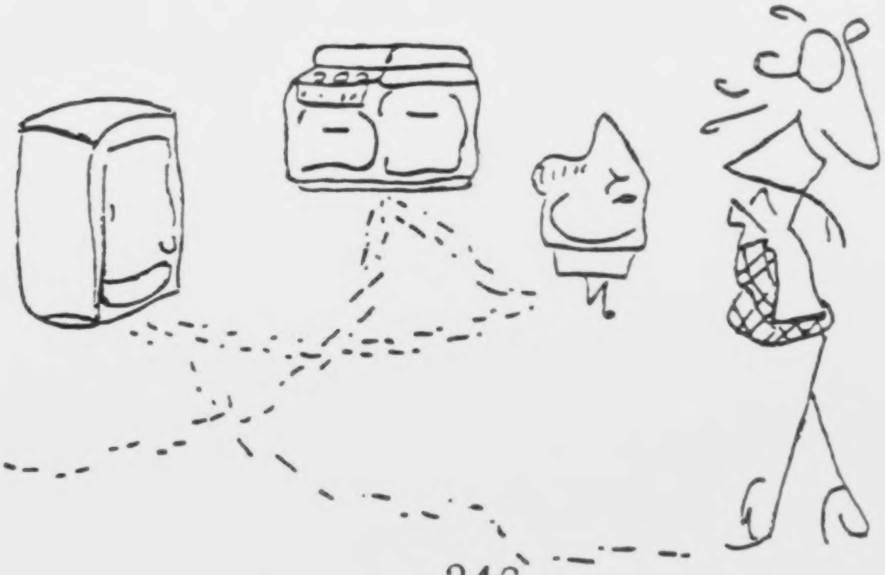
KITCHEN MANAGEMENT SKILLS

GUIDE TO FOLLOW WHEN WORKING IN THE KITCHEN

1. On entering the kitchen:
    a. Wash your hands and put on a head covering and apron. (Food sanitation is important.)
    b. Get a dish cloth and towel.
    c. Start the dish washer.
    d. Get the sanitizing water ready.
2. READ the recipe carefully.
3. CHECK to make sure you have all the utensils and food supplies you need.
4. If the oven is used, pre-heat it.
5. Prepare or combine products as directed in the recipe.
6. While the product is cooking or baking, wash all utensils used.
7. Put unused food supplies back on the cart to be returned to the storage area.

* Make the minutes in the kitchen count.

** Proper preparation and planning saves time and anxiety.

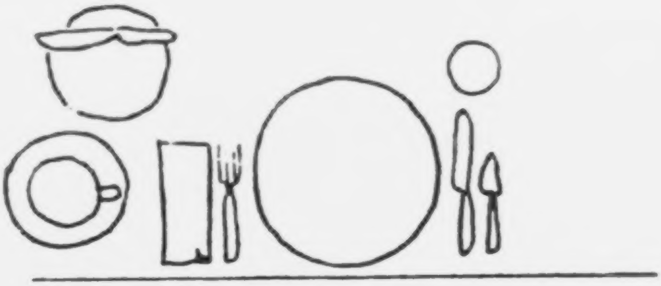


Spot the Errors!

Below are four place settings, arranged as they might be when you sit down at the table. Can you spot the one glaring error in each setting? After you find each error, complete the statements below. Then ~~check your answers on the last~~ page.

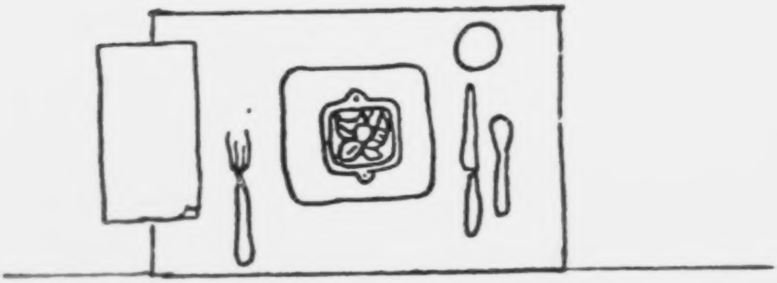
1. The error is:

The correct placement should be:



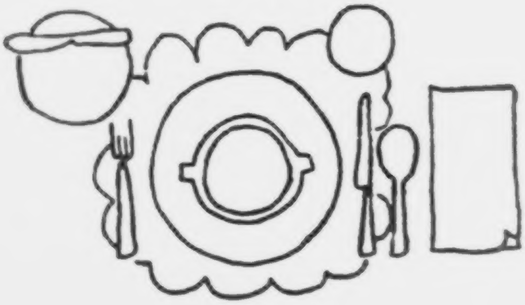
2. The error is:

The correct placement should be:



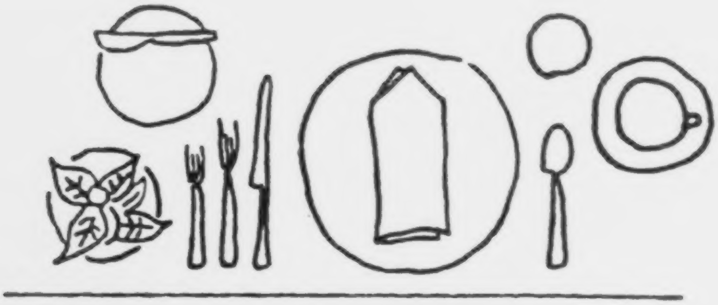
3. The error is:

The correct placement should be:



4. The error is:

The correct placement should be:



RESTAURANT RATINGS . . . OR GETTING AWAY WITH FAST-FOOD EATING

Fast food chains sell about $30 billion of food to the American public each year Whether it's the food that's good or all the salt, sugar, and artificial flavorings that Americans are addicted to makes no difference Since a lot of people like it, it's here to stay! What do we do now? Learn how to eat at fast-food restaurants, that's what it takes time—and willpower You can't turn "junk food" into good food, but at least we can help you cut down on all those fast-food calories.

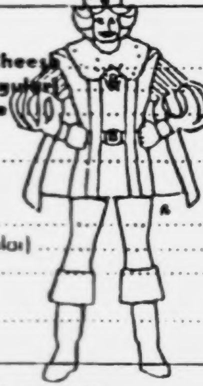
The Fast-Food Truth

- The biggest problem with fast food is the calories A specialty burger, fries, shake, and apple pie totals about *one half* the calories you need for a whole day. The good news is that some chains – Kentucky Fried Chicken is one – have lowered their calorie counts over the past couple of years to keep pace with consumers' concern about healthy eating And many chains, especially Wendy's, don't automatically put all those megacalories toppings on their burgers anymore You order what you want on it instead. The bad news is when eating fast food, those calories can add up equally as fast.
- Fast food could be renamed "sweet food" And we're not just talking about cola drinks – with lots of calories and absolutely no nutrients The milk shakes can be as high as 400 calories - and they usually don't even contain milk. And rumor has it that some places sugar coat their fries so they'll turn a nice golden brown
- Salt is another bad-news department Besides sugar, the fries are coated with salt and the pickles are naturally loaded with the stuff So don't salt your fries again and take those restaurants up on their offer to "have it your way" and "hold the pickles"!
- On the good side, the beef used is usually lean but gob on sauces and mayonnaise, and you've jacked up the fat content, not to mention the calories
- Another problem It seems no one has ever, ever taught fast-food giants about the Basic Four Food Groups All of them have meat and grain (the burgers and rolls), some milk and cheese, but what happened to the vegetables? The bits and pieces of lettuce, tomatoes, pickles, and onions on the sandwiches don't count! Wendy's deserves a cheer on this one At least it added salad bars and baked potatoes to its menu, and Burger King liked the idea so much, they copied it. Hopefully the other chains will get the hint

What To Eat When You Get There

Let's be realistic Since no one can keep you away from fast food altogether, here's some help in making good calorie choices when you're there

- A cheeseburger, fries, and milk is basically not a bad meal, but you still need the veggies Skip the fries and go for a salad
- Want to cut more calories? Leave off the cheese to save about 60 calories. Skip the mayonnaise (153 calories) and the two slices of cheese (110 calories) from the Whopper and it will have about the same number of calories as the smaller cheeseburger
- Hold the pickles and don't salt your fries--and your meal will be good enough to eat!



BURGER KING

Whopper with Cheese	**630 calories**
Onion Rings (regular)	**270 calories**
Chocolate Shake	**340 calories**
Total Calories	**1,240 calories**

Cheeseburger	350 calories
French fries (regular)	210 calories
Milk	150 calories
Total Calories	710 calories

MCDONALD'S

Big Mac	**563 calories**
Chocolate Shake	**383 calories**
Hot Fudge Sundae	**310 calories**
Total Calories	**1,256 calories**

Hamburger	255 calories
Orange Juice (6 oz.)	85 calories
Apple Pie	253 calories
Total Calories	593 calories

- The second meal has fewer calories but it doesn't have any milk So either grab a glass later or add cheese to the burger
- Orange juice is a good choice - it's packed with vitamins But some salad wouldn't hurt if you want to fill the fruit/vegetable group
- If you're a Big Mac freak but are watching calories, try removing the middle slice of bread and don't order the special sauce
- If you're not a dessert lover, either skip the apple pie for a truly non fattening meal or order fries instead - it has 33 fewer calories

- You can cut your calorie count by as much as 65 calories by ordering an original recipe piece of chicken rather than extra crispy. Plus, ordering wings and drumsticks instead of thighs and breasts cuts the count even more.
- Cut even more calories by removing the breading and skin from the chicken - that's where all the calories and fat are
- The mashed potatoes are deceiving They have less than half the calories of fries and they're more filling

KENTUCKY FRIED CHICKEN

Extra Crispy Wing	**201 calories**
Extra Crispy Thigh	**343 calories**
Kentucky Fries	**184 calories**
Roll	**60.6 calories**
Corn	**169 calories**
Total Calories	**957.6 calories**

Original Recipe Breast	199 calories
Mashed Potatoes and Gravy	86.6 calories
Coleslaw	121 calories
Roll	60.6 calories
Total Calories	467.2 calories

WENDY'S

Single Burger	**350 calories**
Broccoli and Cheese Baked Potato	**500 calories**
Frosty (12 oz.)	**400 calories**
Total Calories	**1,250 calories**

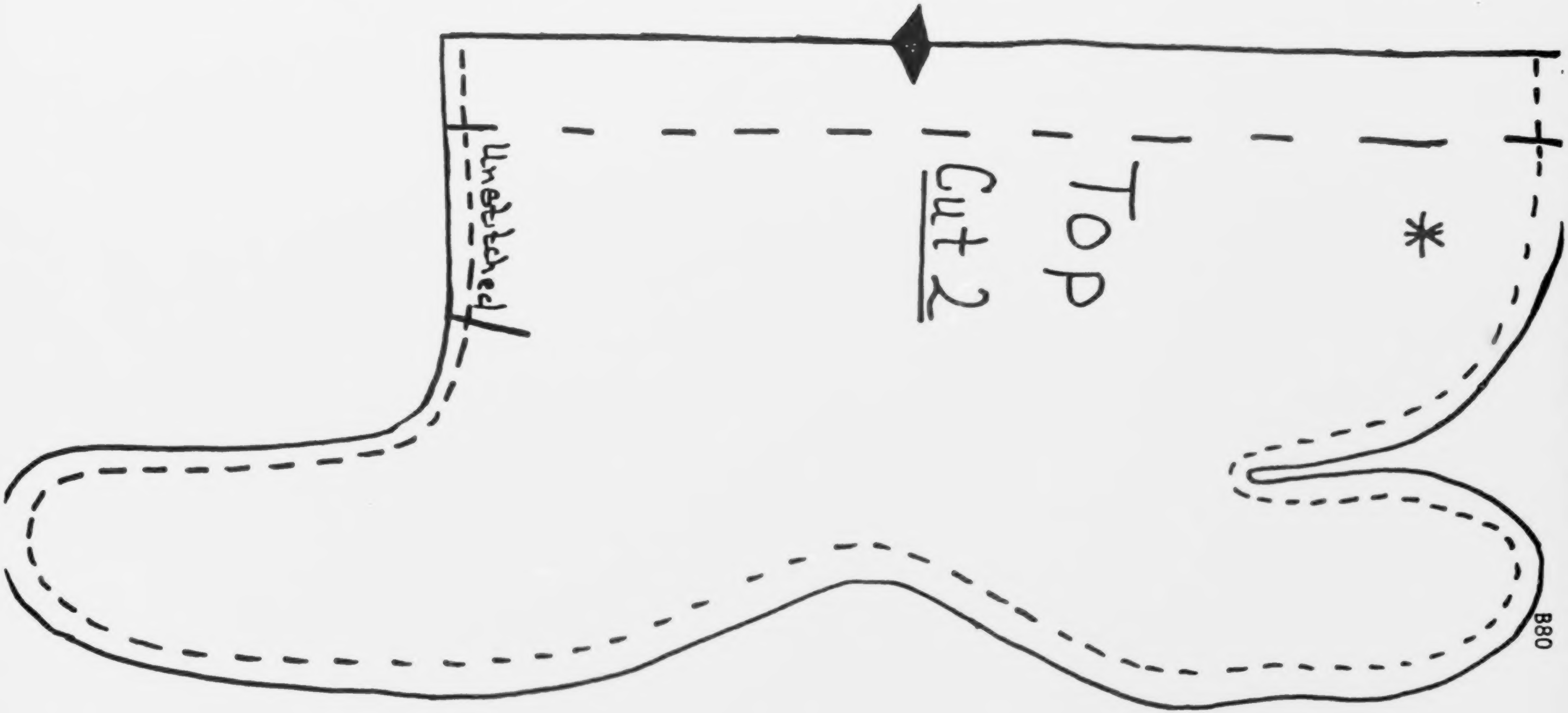
Chili (regular)	260 calories
Plain Baked Potato	250 calories
Milk	150 calories
Total Calories	660 calories

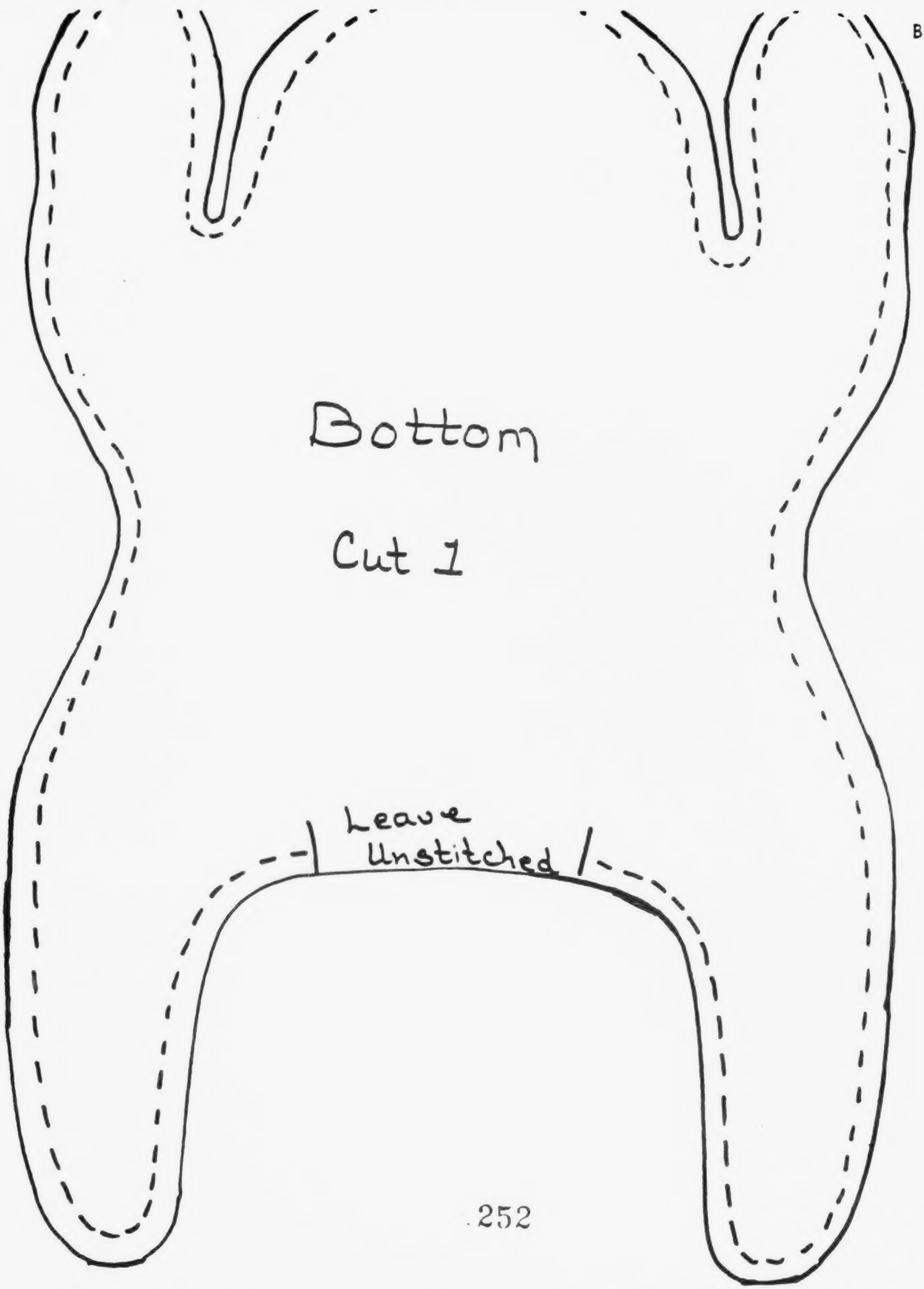
- The baked potato is the best and worst part of both menus Potatoes are healthy and usually low in calories until you add butter and other fattening toppings Wendy's potatoes are 11 ounces big enough to eat for an entire meal
- A serving from the salad bar would really help here
- The chili has fewer calories than the burger, especially when you consider that this burger is plain - no mayo, ketchup, lettuce or anything

Frog Construction

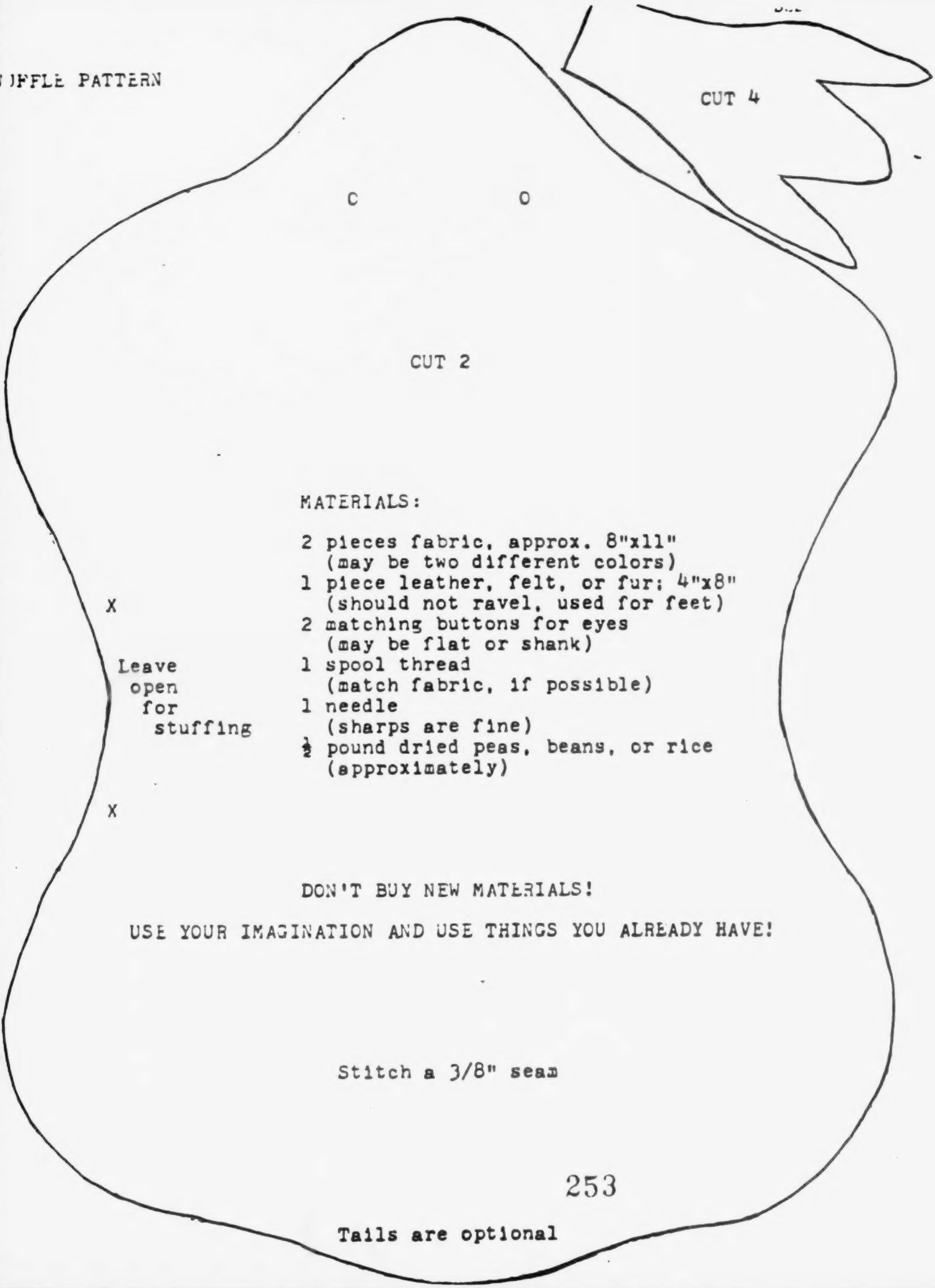
INSTRUCTIONS:

1. Cut out paper pattern on solid line.
2. Lay pattern on fabric and pin.
3. Be sure to cut 1 bottom and 2 tops
4. With right sides together, match the notced side of the 2 top pieces and sew only that side using a 5/8 seam.
5. Sew buttons on for eyes at marked postion.
6. With right sides of fabric together pin top to bottom.
7. Stitch together using 1/4 inch seam. Leave open the section between legs, marked on the pattern.
8. Turn to right side using the opening.
9. Stuff with stuffing, popcorn or beans.
10. Using a slip stitch sew up opening.




Bo.
Bottom
Cut 1
Leave
Unstitched

JFFLE PATTERN



MATERIALS:

- 2 pieces fabric, approx. 8"x11"
  (may be two different colors)
- 1 piece leather, felt, or fur; 4"x8"
  (should not ravel, used for feet)
- 2 matching buttons for eyes
  (may be flat or shank)
- 1 spool thread
  (match fabric, if possible)
- 1 needle
  (sharps are fine)
- ½ pound dried peas, beans, or rice
  (approximately)

DON'T BUY NEW MATERIALS!

USE YOUR IMAGINATION AND USE THINGS YOU ALREADY HAVE!

Stitch a 3/8" seam

Tails are optional

DIRECTIONS:

1. Cut 2 wuffles (top and bottom)
   May be different fabrics and colors.
2. Transfer markings from pattern to fabric.
3. Cut appendages (feet, tail, tongue) from fabric that will not ravel.
4. Customize the tip and bottom pieces, if desired, with decorative stitching.
5. Attach eyes by hand or machine.
6. Place feet* on the right side of top piece with toes pointed inward. Stitch 1/4" seam.
7. Place top and bottom together with right sides touching. Stitch a 3/8" seam between the X's. Backstitch at the beginning and end.
8. Trim seam allowance to 1/4", except at the opening.
9. Turn right side out and press.
10. Stuff. Sew opening shut with blindstitch.

*feet, plus any other appendages such as tail and/or tongue

STAIN ASSIGNMENT

Mark the stains which your group has been assigned below:

_____ blood/meat juice
_____ gum
_____ chocolate
_____ gravy
_____ lipstick
_____ grape juice
_____ coffee
_____ grass stain
_____ scorch
_____ egg
_____ grease/oil
_____ iodine
_____ mud
_____ mustard
_____ ink (ballpoint)

References for your use: 1) Stain removal chart provided for you

Assemble equipment needed for your particular stains. Some may include the following: papertowels, ice, glycerin, chlorine bleach, oxygen cleach, detergent, water, water bucket, ammonia, lemon juice, vinegar, enzyme presoack, rubbing alcohol, dry cleaning solvent, turpentine, bar soap, etc.

Work in groups to remove your stains. Refer to references, then decide proper stain removal procedure. BEFORE YOU START THE STAIN REMOVAL PROCESS, CUT STAIN SAMPLE IN HALF AND SAVE ONE HALF FOR COMPARISON.

Procede with stain removal. When finished, attach original stain and removed stain fabric sample to paper and list the following on the same sheet:

a) Stain to be removed.
b) Procedure taken to remove stain (list all steps taken and product used in procedure).
c) Results of experiment
d) Any further actions you would recommend yo remove any part of the stain that remains.
e) Names on top of paper of any class member that worked in your group.

STAIN REMOVAL NAME ______________________

ASSIGNMENT ______________________

POINTS FOR EVALUATION	POINTS POSSIBLE	POINTS EARNED
Selected proper laundry product for stain removal	3	
Identified stain to be removed	2	
Listed all steps taken to remove stain	6	
Results of experiment stated	4	
Stain cut in half for comparison (included)	4	
Further action recommended	2	
Handed in on time	4	
TOTAL	25 Possible	

SCALE:

23-25 = A
20-22 = B
17-19 = C
14-16 = D
Below 14 = F

COMMENTS:

Laundry Sorting

NAME ____________________

DATE __________ HOUR __________

DIRECTIONS: Sort the following garments into eight (8) wash loads. All items fit into this numbe of loads, no more, no less. Please write the corresponding number of each garment in the space allowed for each wash load. DO NOT write out the name of the garment. All eight (8) loads must be used. All are washable items. All items are used.

1. toddler's corduroy playsuits: pink, yellow, blue
2. bathroom rug: navy blue
3. nylon slips: white
4. Sport shirts: colorful prints
5. bath towels: light stripes and prints
6. socks: navy blue and dark red
7. durable press pants: tan, light blue
8. twin acrylic blankets: orange
9. windbreaker: polyester/cotton, tan
10. swimsuit: bright pink
11. sheets/pillow cases: white with floral print
12. blouse: bright red
13. sweatshirts: dark colors
14. polyester pant suit: light green
15. jeans: dark blue, dark green
16. dress shirts: light colors
17. sheer blouse: white nylon
18. tablecloth: white, cotton and permanent press

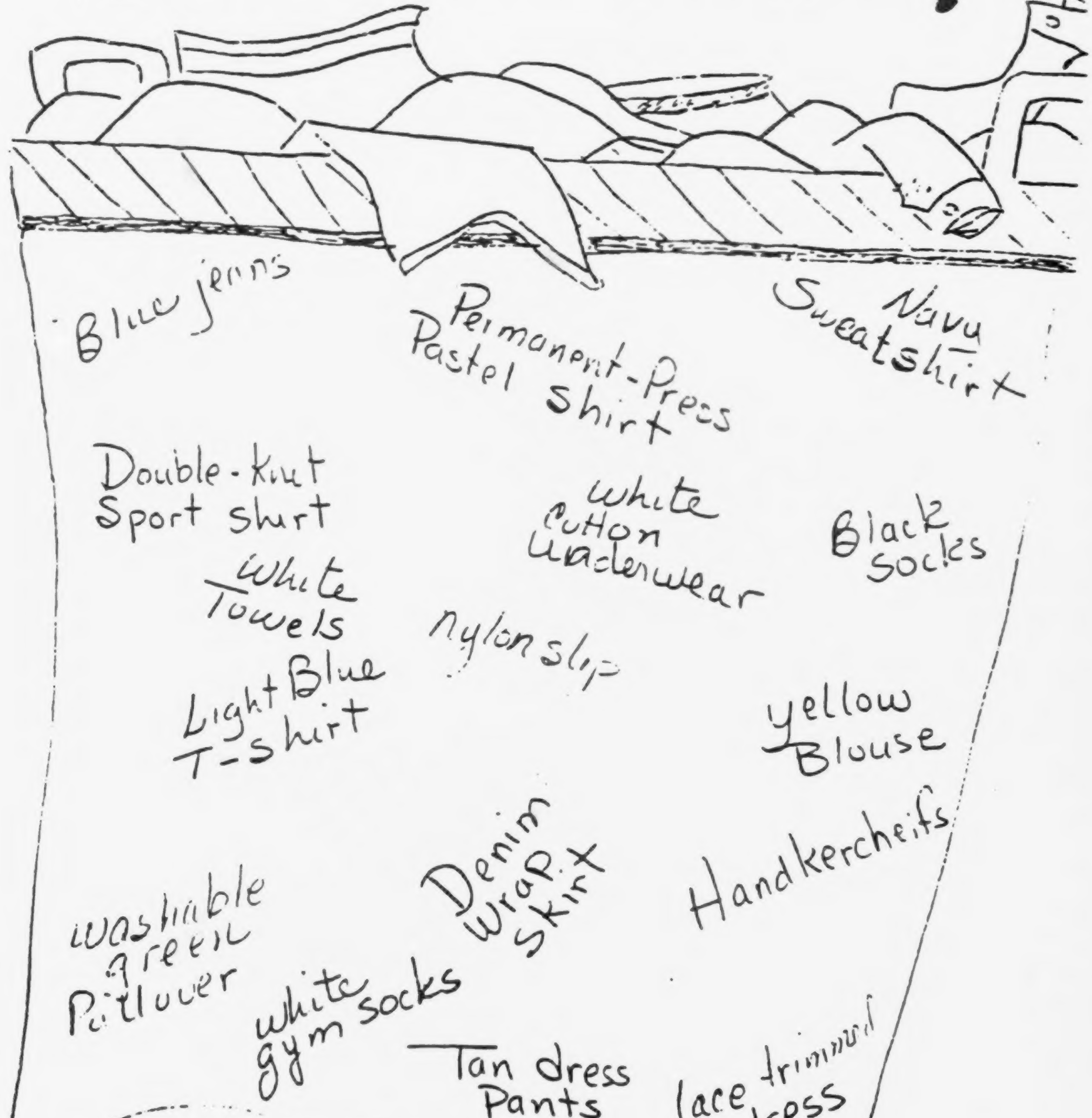
Laundry Load #1 Laundry Load #2

Laundry Load #3 Laundry Load #4

Laundry Load #5 Laundry Load #6

Laundry Load #7 Laundry Load #8

Sort These Clothes!


Blue jenns
Permanent-Press Pastel Shirt
Navy Sweatshirt
Double-Knit Sport shirt
white cotton underwear
Black socks
White Towels
nylon slip
Light Blue T-shirt
yellow Blouse
Denim Wrap skirt
Handkercheifs
washable green Pullover
white gym socks
Tan dress Pants
lace trimmed dress

SCAVENGER HUNT FOR LAUNDRY

Attach the label or copy label from these products:

1. detergent
2. soap
3. fabric softener-liquid
4. bleach
5. bluing
6. detergent with no phosphates
7. name of product with recycling container
8. detergent containing bleach
9. stain removal
10. water softener
11. fabric softener-sheets
12. warning label on product

IRONING EXTRA CREDIT

Maximum 25 points

NAME____________________

Item Ironed from Woven Fabric:

HOUR__________ POINTS________

Short Sleeved Shirt (3 points) ________

____
Signature

Long Sleeved Shirt (4 points) ________

PHONE__________ DATE__________

COMMENTS:

Denim Jeans (4 points) ________

OTHER:

Type of Item (description, fabric):

______________________________ POINTS________

______________________________ POINTS________

______________________________ POINTS________

______________________________ POINTS________ imum 25 pts. - 5 loads of laundry

. Sort: Separated by ____________
2. Pretreat: ____________
Zippers & hooks fastened ____
3. Wash: Amount of detergent ____________
Water temperature ____________
Types of cycle ____________
4. Dry: Method ____________
5. Fold and put away.

Name____________ Hour____ B90

Points (5) ________

____
Signature

Phone____________ Date________
Comments:

LAUNDRY EXTRA CREDIT

Maximum 25 pts. - 5 loads of laundry

1. Sort: Separated by ____________
2. Pretreat: ____________
Zippers & hooks fastened ____
3. Wash: Amount of detergent ____________
Water temperature ____________
Types of cycle ____________
4. Dry: Method ____________
5. Fold and put away.

Name____________ Hour____

Points (5) ________

____
Signature

Phone____________ Date________
Comments:

LAUNDRY EXTRA CREDIT

Maximum 25 pts. - 5 loads of laundry

1. Sort: Separated by ____________
2. Pretreat: ____________
Zippers & hooks fastened ____
3. Wash: Amount of detergent ____________
Water temperature ____________
Types of cycle ____________
. Dry: Method ____________
. Fold and put away.

Name____________ Hour____

Points (5) ________

____
Signature

Phone____________ Date________
Comments:

LAUNDRY EXTRA CREDIT

aximum 25 pts. - 5 loads of laundry

. Sort: Separated by ____________
. Pretreat: ____________
Zippers & hooks fastened ____
. Wash: Amount of detergent ____________
Water temperature ____________
Types of cycle ____________
. Dry: Method ____________

Name____________ Hour____

Points (5) ________

____
Signature

Phone____________ Date________
Comments:

B91

NAME______________________________

DATE______________________________

HOW DO WE CARE FOR OUR CLOTHES?

For this assignment you will need to go through the clothes in your closet and drawers at home. List in the correct columns how you should launder each item.

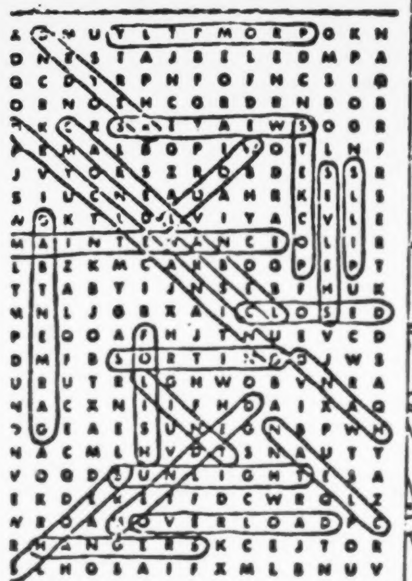
Hand-wash	Dry Clean	Cold Water Wash	Warm Water Wash

CLOTHING CARE SEARCH

A	D	M	U	Y	L	T	P	M	O	R	P	G	K	N
O	N	R	S	T	A	J	B	E	L	E	D	M	P	A
Q	C	D	Y	R	P	H	F	O	F	H	C	S	I	Q
O	R	N	O	E	H	C	G	R	D	R	N	B	O	B
D	K	C	R	S	R	E	T	A	E	W	S	O	G	R
P	R	M	A	L	B	G	P	I	W	O	T	L	N	F
J	V	Y	O	R	S	Z	R	O	B	D	E	S	S	R
S	I	U	C	N	E	A	O	A	H	R	K	E	L	S
W	G	K	T	L	D	L	V	I	Y	A	C	V	L	E
M	A	I	N	T	E	N	A	N	C	E	O	L	I	R
L	B	Z	K	M	C	A	R	B	O	G	P	E	P	T
T	T	A	B	Y	I	J	N	S	E	B	F	H	U	K
M	N	L	J	G	B	X	A	I	C	L	O	S	E	D
P	E	Q	O	A	P	H	J	T	N	U	E	V	C	D
D	M	F	B	S	O	R	T	I	N	G	D	J	W	S
U	R	U	T	R	L	G	H	W	O	B	V	N	R	A
N	A	C	X	N	I	I	F	H	D	A	I	X	A	Q
D	G	E	A	E	S	U	N	E	G	N	B	P	W	H
N	A	C	M	L	H	V	D	T	S	N	A	U	T	Y
V	O	Q	D	S	U	N	L	I	G	H	T	E	S	A
E	K	D	E	R	E	T	F	D	C	W	R	Q	L	Z
W	R	O	A	M	O	V	E	R	L	O	A	D	P	C
R	H	A	N	G	E	R	S	K	C	E	J	T	O	R
S	L	H	G	S	A	I	F	X	M	L	B	N	U	V

Puzzle answers on page 26

1. To find out the best way to care for an article of clothing, read the ____________ ____________. (4,5)
2. Before washing pants, check that ____________ are empty and then turn them inside out. (7)
3. Spots and stains should be removed ____________ to prevent them from setting. (8)
4. To prevent stretching, ____________ should be folded neatly and stored in a drawer rather than on a hanger. (8)
5. Garments made of ____________ are warm and absorbent but can be damaged by moths if they are not stored clean and with a moth-preventive product. (4)
6. Zippers, snaps, and other closures should be in a ____________ position for laundering. (6)
7. ____________ consists of separating clothes into whites, darks, medium and bright colors, and any other special-care categories before laundering. (7)
8. To avoid excessive wrinkling, remove clothing promptly from the ____________. (5)
9. ____________ shoes and boots regularly to protect the finish and keep them looking their best. (6)
10. When shopping, consider the ____________ cost of a garment as part of its price. (11)
11. Remove ____________ regularly from clothing with a special brush or an adhesive roller. (4)
12. If ____________ get wet, stuff them with paper and allow to dry away from heat. (5)
13. Wooden or plastic ____________ offer more support for clothing than wire ones which are not designed for longterm use. (7)
14. Before storing clothing, make sure it is ____________ and in good repair. (5)
15. A ____________ ____________ should be put in a closet to store clothing and protect it from lint and dust. (7,3)
16. A good clothing-storage area is cool, dry, and away from ____________ which can fade colors. (8)
17. ____________ are good additions to a closet for storing shoes, hats, purses, and other bulky items. (7)
18. Small balls of fiber that appear on sweaters and other clothing after wear are called ____________; they can be removed with a special nylon comb or a safety razor. (5)
19. After each wearing, inspect garments for tears, loose closures, falling hems, etc., and when necessary, put them aside to be ____________. (6)
20. Coin-operated ____________ is economical but does not include pressing, which is done if clothing is taken to a professional. (11)
21. Delicate clothing and most sweaters should be ______ ____-washed. (4)
22. For best results, never ____________ a washing machine; this prevents clothing from moving about easily. (8)



1. care label 2. pockets 3. promptly 4. sweaters 5. wool 6. closed 7. Sorting 8. dryer 9. Polish 10. maintenance 11. lint 12. shoes 13. hangers 14. clean 15. garment bag 16. sunlight 17. Shelves 18. pills 19. mended 20. dry-cleaning 21. hand 22. overload

A	D	M	U	Y	L	T	P	M	O	R	P	G	K	N
O	N	R	S	T	A	J	B	E	L	E	D	M	P	A
Q	C	D	Y	R	P	H	F	O	F	H	C	S	I	Q
O	R	N	O	E	H	C	G	R	D	R	N	B	O	B
D	K	C	R	S	R	E	T	A	E	W	S	O	G	R
P	R	M	A	L	B	G	P	I	W	O	T	L	N	F
J	V	Y	O	R	S	Z	R	O	B	D	E	S	S	R
S	I	U	C	N	E	A	O	A	H	R	K	E	L	S
W	G	K	T	L	D	L	V	I	Y	A	C	V	L	E
M	A	I	N	T	E	N	A	N	C	E	O	L	I	R
L	B	Z	K	M	C	A	R	B	O	G	P	E	P	T
T	T	A	B	Y	I	J	N	S	E	B	F	H	U	K
M	N	L	J	G	B	X	A	I	C	L	O	S	E	D
P	E	Q	O	A	P	H	J	T	N	U	E	V	C	D
D	M	F	B	S	O	R	T	I	N	G	D	J	W	S
U	R	U	T	R	L	G	H	W	O	B	V	N	R	A
N	A	C	X	N	I	I	F	H	D	A	I	X	A	Q
D	G	E	A	E	S	U	N	E	G	N	B	P	W	H
N	A	C	M	L	H	V	D	T	S	N	A	U	T	Y
V	O	Q	D	S	U	N	L	I	G	H	T	E	S	A
E	K	D	E	R	E	T	F	D	C	W	R	Q	L	Z
W	R	O	A	M	O	V	E	R	L	O	A	D	P	C
R	H	A	N	G	E	R	S	K	C	E	J	T	O	R
S	L	H	G	S	A	I	F	X	M	L	B	N	U	V

Puzzle answers on page 26

1. To find out the best way to care for an article of clothing, read the ____________ ____________. (4,5)

2. Before washing pants, check that ____________ are empty and then turn them inside out. (7)

3. Spots and stains should be removed ____________ to prevent them from setting. (8)

4. To prevent stretching, ____________ should be folded neatly and stored in a drawer rather than on a hanger. (8)

5. Garments made of ____________ are warm and absorbent but can be damaged by moths if they are not stored clean and with a moth-preventive product. (4)

6. Zippers, snaps, and other closures should be in a ____________ position for laundering. (6)

7. ____________ consists of separating clothes into whites, darks, medium and bright colors, and any other special-care categories before laundering. (7)

8. To avoid excessive wrinkling, remove clothing promptly from the ____________ (5)

9. ____________ shoes and boots regularly to protect the finish and keep them looking their best. (6)

10. When shopping, consider the ____________ cost of a garment as part of its price. (11)

11. Remove ____________ regularly from clothing with a special brush or an adhesive roller. (4)

12. If ____________ get wet, stuff them with paper and allow to dry away from heat. (5)

13. Wooden or plastic ____________ offer more support for clothing than wire ones which are not designed for longterm use. (7)

14. Before storing clothing, make sure it is ____________ and in good repair. (5)

15. A ____________ ____________ should be put in a closet to store clothing and protect it from lint and dust. (7,3)

16. A good clothing-storage area is cool, dry, and away from ____________ which can fade colors. (6)

17. ____________ are good additions to a closet for storing shoes, hats, purses, and other bulky items. (7)

18. Small balls of fiber that appear on sweaters and other clothing after wear are called ____________; they can be removed with a special nylon comb or a safety razor. (5)

19. After each wearing, inspect garments for tears, loose closures, falling hems, etc., and when necessary, put them aside to be ____________. (6)

20. Coin-operated ____________ is economical but does not include pressing, which is done if clothing is taken to a professional. (11)

21. Delicate clothing and most sweaters should be ______ ______-washed. [illegible]

22. For best results, never ____________ a washing machine; this prevents clothing from moving about easily. (8)

Get Smart

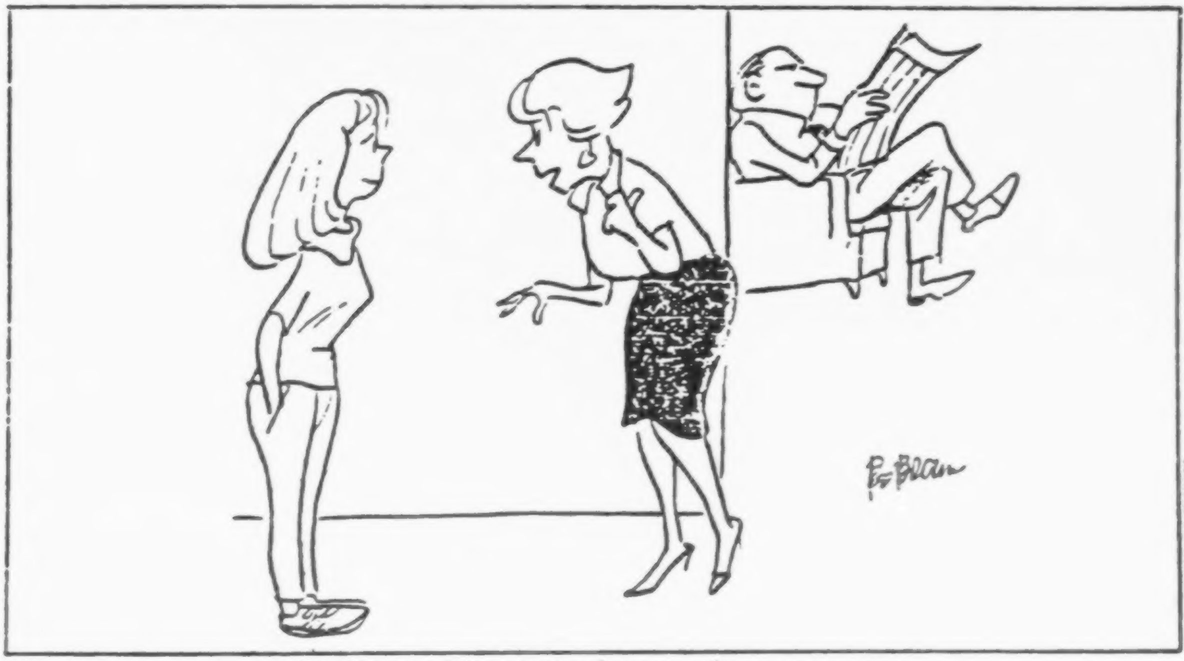
B94

NAME________________

DATE________________

19 DIRTY QUESTIONS

Have you ever faded your best skirt? Shrunk your favorite sweats? Or washed your jeans with a pen in the pocket? If yes, then you know firsthand that there are do's and don'ts when it comes to doing laundry. Test your smarts here (answers on the last page of this section).



CARTOONS BY BO BROWN

You tell your father he has five sets of pink underwear.

1 To keep whites white and colors bright, sort and separate your clothes before washing them!

TRUE ______ FALSE ______

2 Stone washed denims, lacy blouses, and knit sweaters will all come clean and look great if you read _ _ R _   _ _ B _ _ S (2 words) and follow instructions!

3 Guessing games are fun—but not when you're doing laundry. Always follow the manufacturer's _ _ S T _ _ _ _ I O _ _ before using *any* laundry product.

4 O _ _ _ _ _ A _ the washing machine, and your clothes may never come clean. Why? There won't be enough room for the water to circulate!

SPECIAL

Get Smart

5 Pull yourself together! Wash loosely knit articles, clothes with delicate stitching or lace trim, and hand washables on this cycle.

a. regular or normal
b. gentle or delicate
c. permanent press

6 You washed your black cords with a fluffy white towel! Bad news! To avoid lint problems, wash lint-catchers, such as permanent press and corduroy, separately from lint-makers, such as towels and fuzzy sweaters.

TRUE ______ FALSE ______

7 Oxygen bleach can only be used on clothes that are labeled "bleach-safe."

TRUE ______ FALSE ______

8 Does it look like Pac-Man ate some holes in your favorite white shirt? Chances are you've been pouring this product on your clothes right from the container and have weakened the fabric.

a. fabric softener
b. chlorine bleach
c. Eat-'em-Up Laundry Detergent

9 Wash your jeans, linens, towels, and other sturdy fabrics,using this washing machine cycle.

a. normal or regular

What new T-shirt? This is the dress I just washed!

b. gentle or delicate
c. permanent press

10 Do you get a "charge" out of all your clothes? _ _ B _ _ C _ _ F T _ _ _ _ (two words) eliminates "static cling" from your clothes, minimizes wrinkling, and makes everything fluffy!

11 Don't be left out in the cold; leave your clothes there! A cold rinse can be used for all laundry.

TRUE ______ FALSE ______

12 Do your clothes look like E.T.'s skin? When the dryer stops, remove clothes immediately to prevent _ R _ _ _ _ _ S.

13 How come your just-washed down jacket feels like lumpy potatoes? To get rid of clumps caused by machine washing, you should:

a. place a pair of clean sneakers in the dryer with the jacket to break up the clumps.
b. hang the jacket on the line.
c. pull on the fabric to separate the clumps.

14 Use a short wash cycle to zap your extra-dirty duds and a longer cycle for lightly soiled stuff.

TRUE ______ FALSE ______

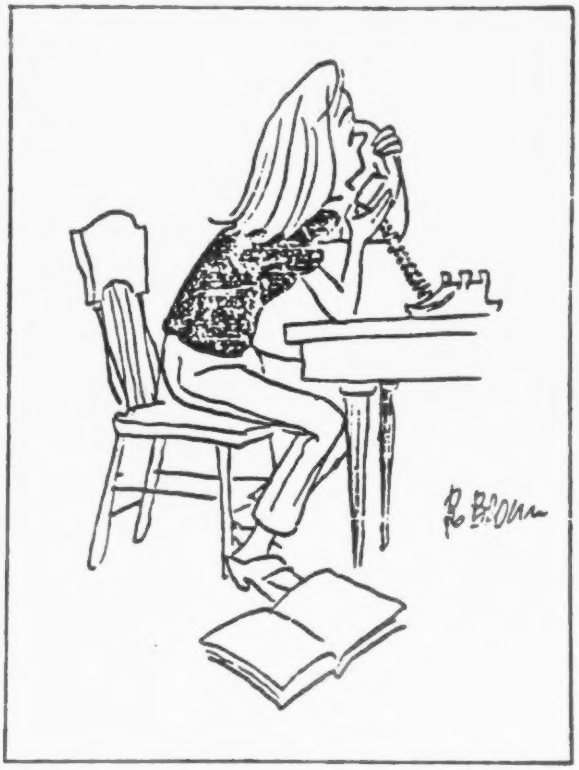
15 Your bright red sweats are fading fast. To prevent this, use:

a. hot wash, warm rinse
b. hot wash, cold rinse
c. cold wash, cold rinse

16 The higher the water level, the cleaner the clothes!

TRUE ______ FALSE ______

17 Calling all slobs! By _ R E-T R _ _ _ _ _ G stains before washing, you can remove spots and hide your true nature!



What do you mean there's no listing for "Laundry HELP Hotline"?

18 Do a spot check! Before washing, soak your blouses or shirts in this to remove body soil from collars and cuffs, perspiration stains, and food stains.

a. water
b. starch
c. enzyme pre-soak

19 Save energy! Stuff two or more loads of laundry into the dryer at once.

TRUE ______ FALSE ______

GET SMART-19 DIRTY QUESTIONS

SCORING

15-19: Your laundry savvy keeps you lint and wrinkle-free! You're a smart and independent person.

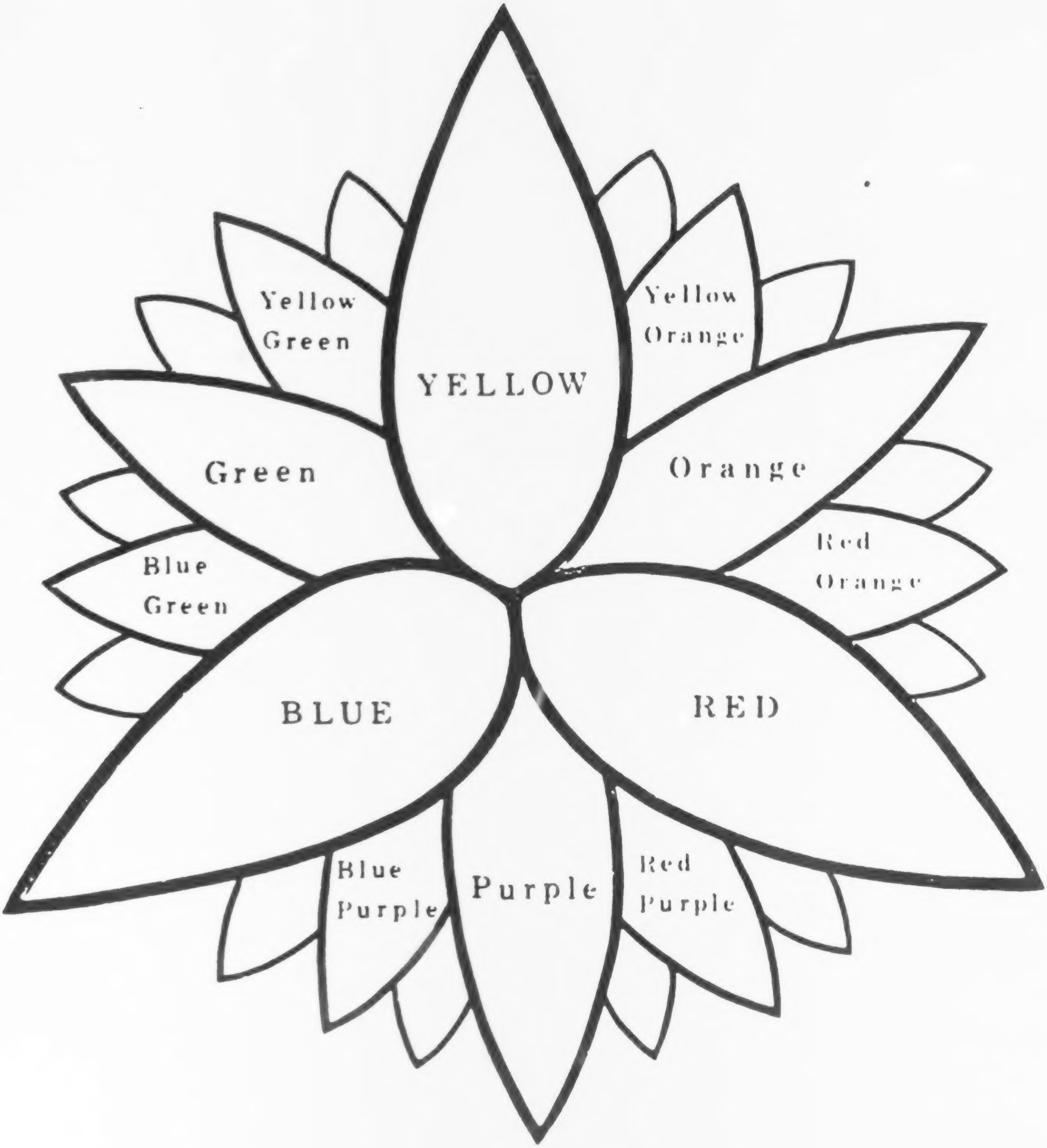
9-14: Hand in there! You've got the knack, but you need to read those washing instructions more carefully if you want your clothes to really come clean!

0- 8: You're all washed up when it comes to laundry! It's time to choose between sending your laundry out or learning to do it yourself!

ANSWERS

1. TRUE. Separate your duds into piles according to color (whites and light colors should be washed separately from dark colored clothes), fabric (sheet, delicate, and loosely knit fabrics should not be washed with jeans or heavy fabrics), degree of soil, and ability to be bleached.
2. CARE LABELS
3. INSTRUCTIONS. Always read and follow package instructions carefully. Using too little detergent, for instance, could leave your clothes dirty; using too much could leave a residue on your clothes or make a sudsy mess!
4. OVERLOAD. Overloading can also cause a lot of war on fabrics!
5. b. This setting treats your clothes gently by using a slower speed and shorter wash time.
6. TRUE. Of course!
7. FALSE. Oxygen bleach (or all-fabric bleach) is safe for whitening and brightening all of your clothes and can be added to the washer right along with detergent. But, it's not as strong as chlorine bleach and won't whiten as well.
8. b. Chlorine bleach is great for whitening, disinfecting, and deodorizing just about any fabric except wool, silk, spandex, and non-colorfast fabrics (check labels). But always dilute chlorine bleach with four parts water and add to your wash after the washing cycle has begun, or use the machine's belach dispenser. Pouring full-strength chlorine bleach on your clothes can cause fading or leave holes in the fabric.
9. a. These sturdy fabrics can take the fast speeds andlonger wash time needed to get them really clean.
10. FABRIC SOFTENER. Some fabric softeners are added to the rinse water,some to the wash water, and some are used in the dryer. Be sure to follow package directions carefully. (Hint: Softeners used in the rinse water are usually moe effective and less expensive to use.)
11. TRUE. A cold water rinse saves the energy and money it would cost to heat hot water!
12. WRINKLES. Overloading the dryer can cause wrinkles, too.
13. a. Believe it or not, a sneaker helps to fluff up the down. (Hint: Adding a couple of dry bath towels to the dryer will shorten the drying time.)
14. FALSE. Just the opposite! Heavily soiled clothes need a longer wash cycle to get them clean.
15. c. Cold water keeps bright or dark colors from fading and prevents shrinking, too.
16. FALSE. Set the water level according to the size of the wash load. Using too low a level won't get clothes clean; too high a level wastes water and detergent.
17. PRETREATING. Check a spot and stain removal chart for instructions.
18. c. Those amazing enzymes actually break up soil so dirt washes out easily! Pre-soak for at least 30 minutes.
19. FALSE. Overloading means a longer drying time, and clothes will wrinkle. Note: You can dry two washer load in some commercial type dryers found in laundromats.

COLOR WHEEL


Yellow Green
YELLOW
Yellow Orange
Green
Orange
Red Orange
Blue Green
BLUE
RED
Blue Purple
Purple
Red Purple

SOME COLORS DO'S AND DON'TS

DO use light colors in a small room to create an impression of size.

DO put emphasis on warm reds and yellows in rooms that are windowless or face northeast.

DON'T use colors in equal proportion in any one room

DO mix both warm and cool colors in each room

DON'T use bright colors in large areas as this will detract from furnishings.

DO have continuing color flow through the house and use harmonious colors in rooms that adjoin.

DO mix both light and deep colors in each room.

DON'T paint the woodwork and trim in a small room different from the wall color or it will clutter the room up, make it look smaller.

DO paint the ceiling of a room a deeper color than the walls if it is very high--this will make it appear lower.

DON'T paint unfortunate architectural features, like radiators, to contrast with their background as this will emphasize them.

DO remember that colors are relative and must be seen together.

DON'T use glossy paints on walls or ceilings of living areas since such a surface creates glare.

DO study color swatches in both daylight and nightlight as colors often change under artificial light.

DON'T have all shiny or all rough textured fabrics in one room--vary them for visual interest.

DO paint the two end walls of a long narrow room in a warmer or deeper hue than the other walls to make them approach and make the room appear squarer.

DO consider building a color scheme around a painting, a fabric, or colorful rug if the colors please you.

DON'T choose neutral negative colors because they're safe.

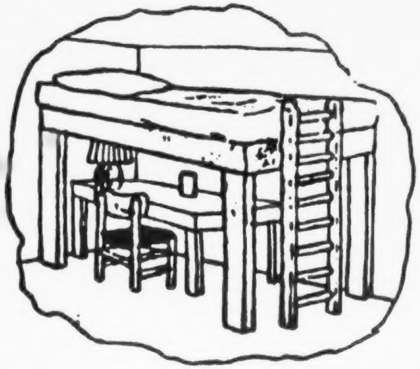
DO emphasize horizontal lines in a room that is too tall, and emphasize vertical lines in a room with a low ceiling.

DON'T use too many colors in a room, and don't use all neutral hues.

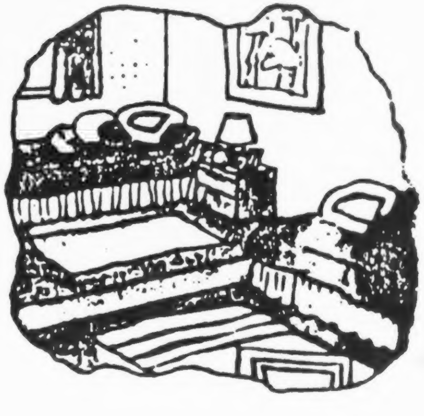
DO remember that color in a large area looks "more so." Your color sample should always be lighter and several degrees more subdued than the final results you intend.

When two people share a room, two personalities are involved. Here are some ways to let two people express their own personalities and enjoy a feeling of private space.

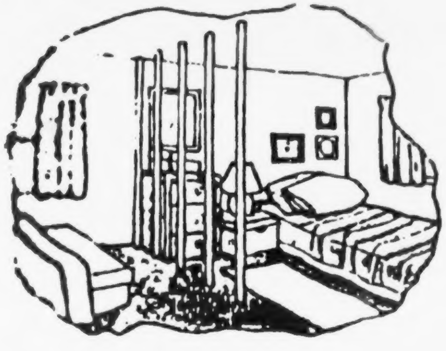
*If a room is small with high ceilings, build a sleeping loft for one person.



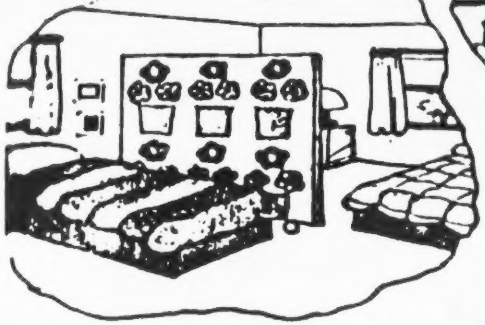
*Build a platform for half the room so one person's space is a step up from the other's.



*Place a row of floor-to-ceiling wooden poles a few inches apart in a line across part of the room to divide the space.

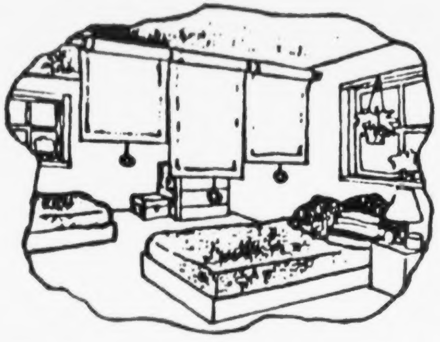


*Make a room divider by fastening a sheet of plywood onto a strong supporting base. Cover the plywood with fabric or posters. Add casters (small wheels) on the bottom to move the divider around the room.

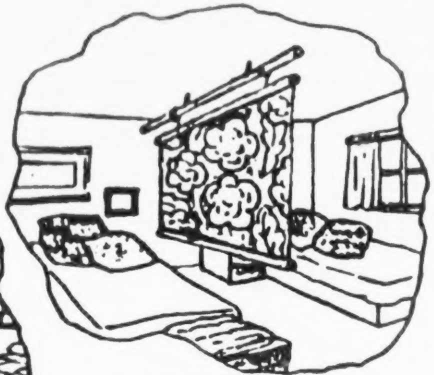


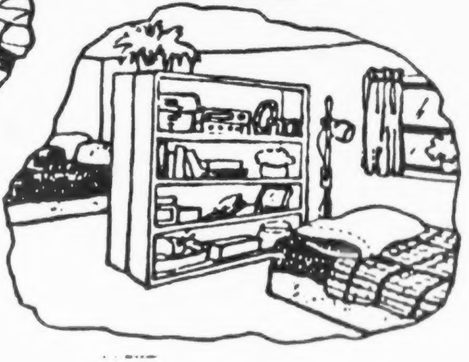
*Place bookcases back-to-back to divide part of a room and give each person storage space. Or turn desks back-to-back with books on top in book racks to divide work space.

*Hand roll-down-style blinds (like those used on porches) from the ceiling to divide space. The blinds can be lowered or raised at any time.

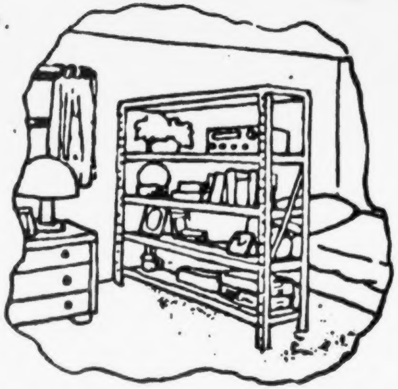


*Hang a large, two-sided poster or map from the ceiling.

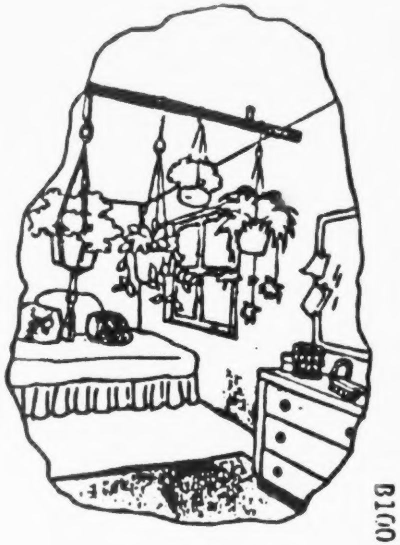




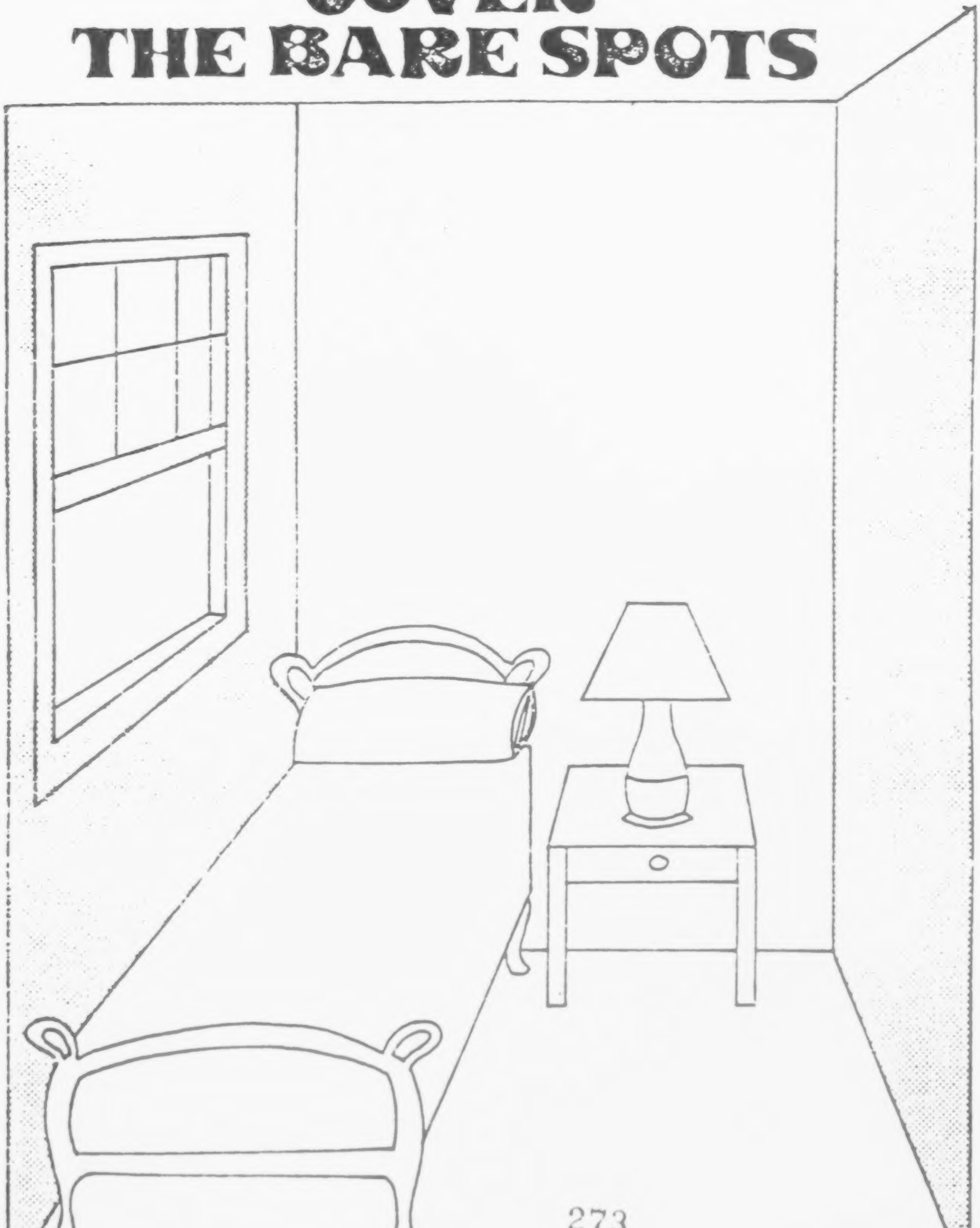
*Use painted metal shelving as a room divider.



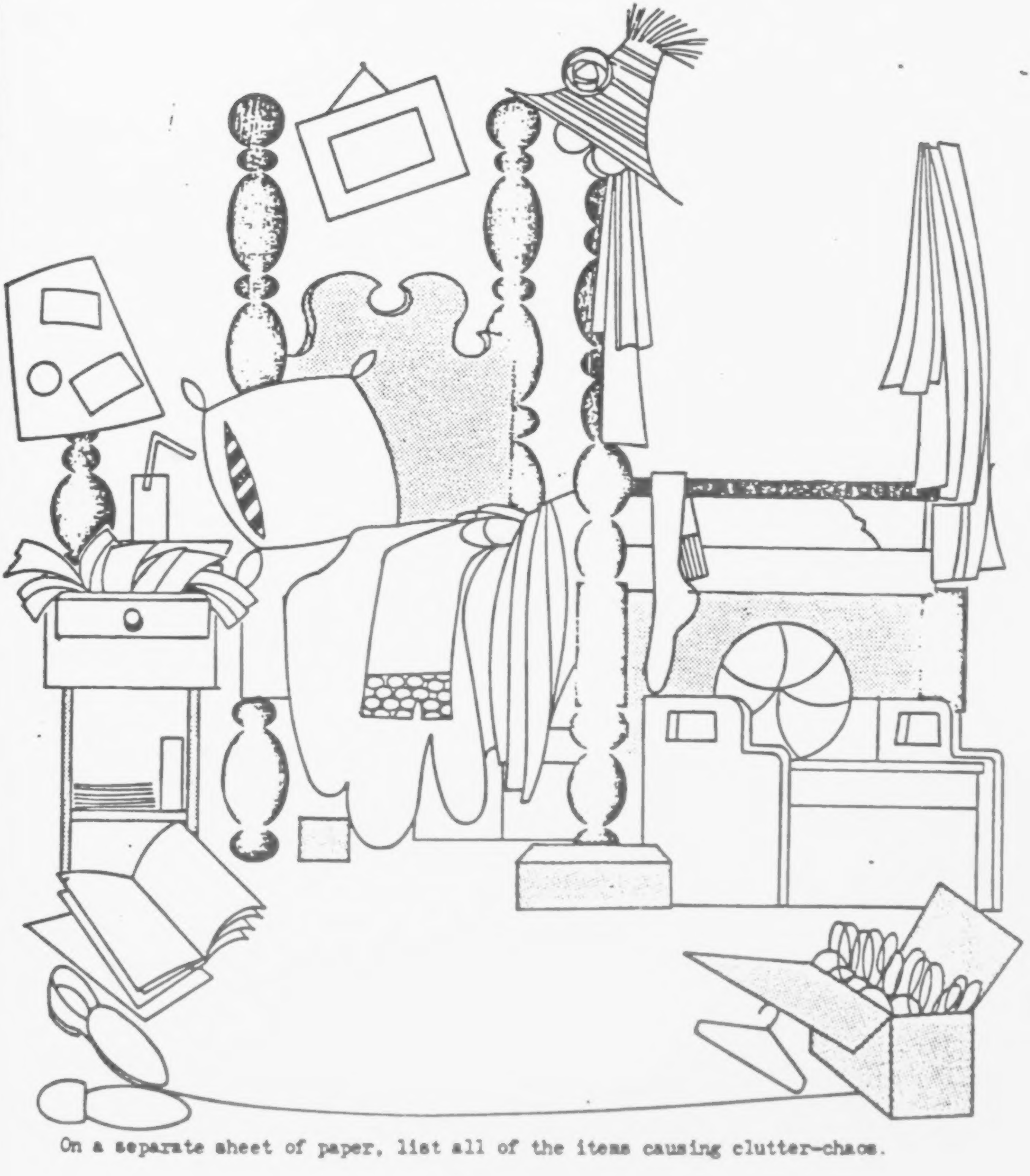
*Hang a row of several leafy plants from the ceiling at different levels to make a room look or feel divided. Or bring a picket fence or trellis (a wooden frame plants climb on) indoors to give a divided effect.



COVER THE BARE SPOTS

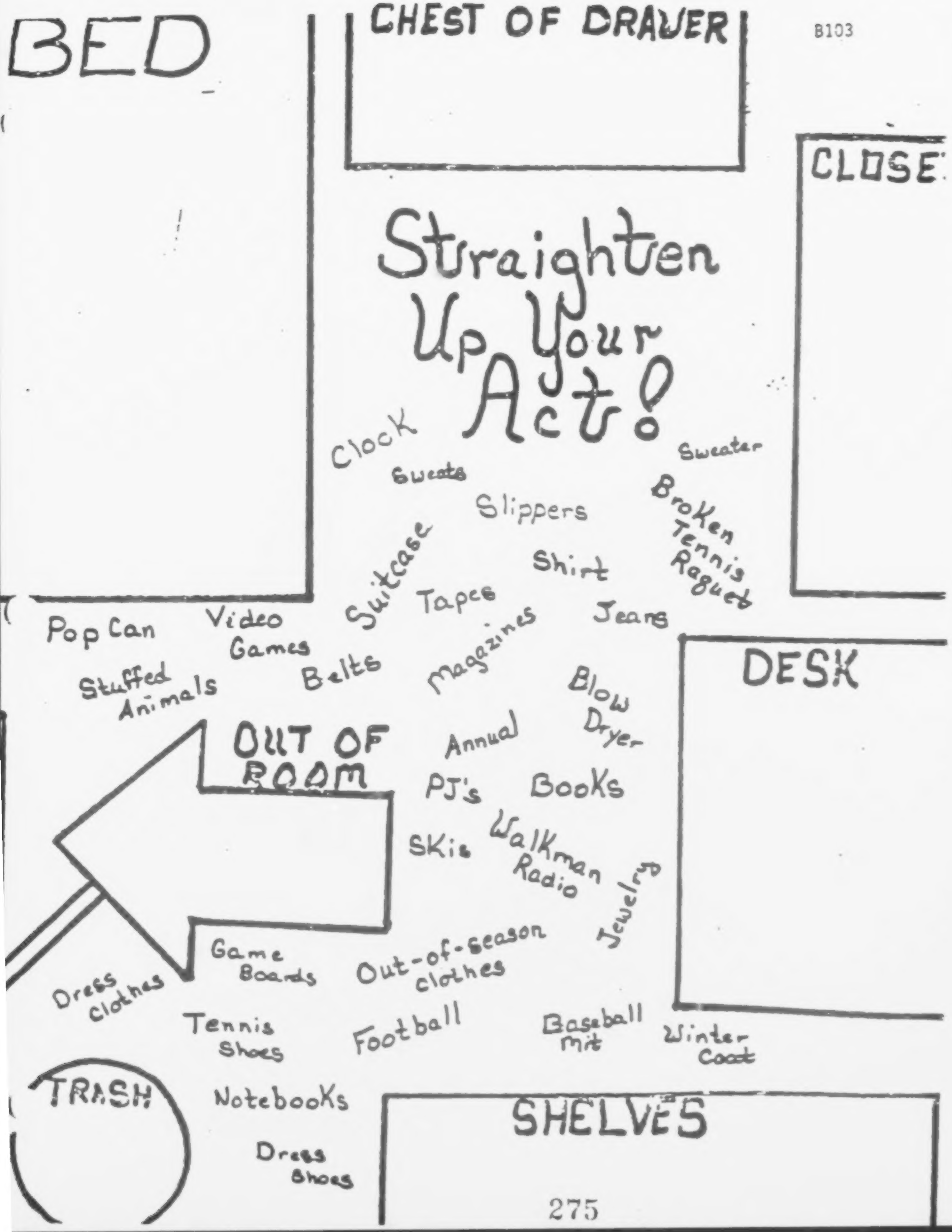


Clutter = Chaos

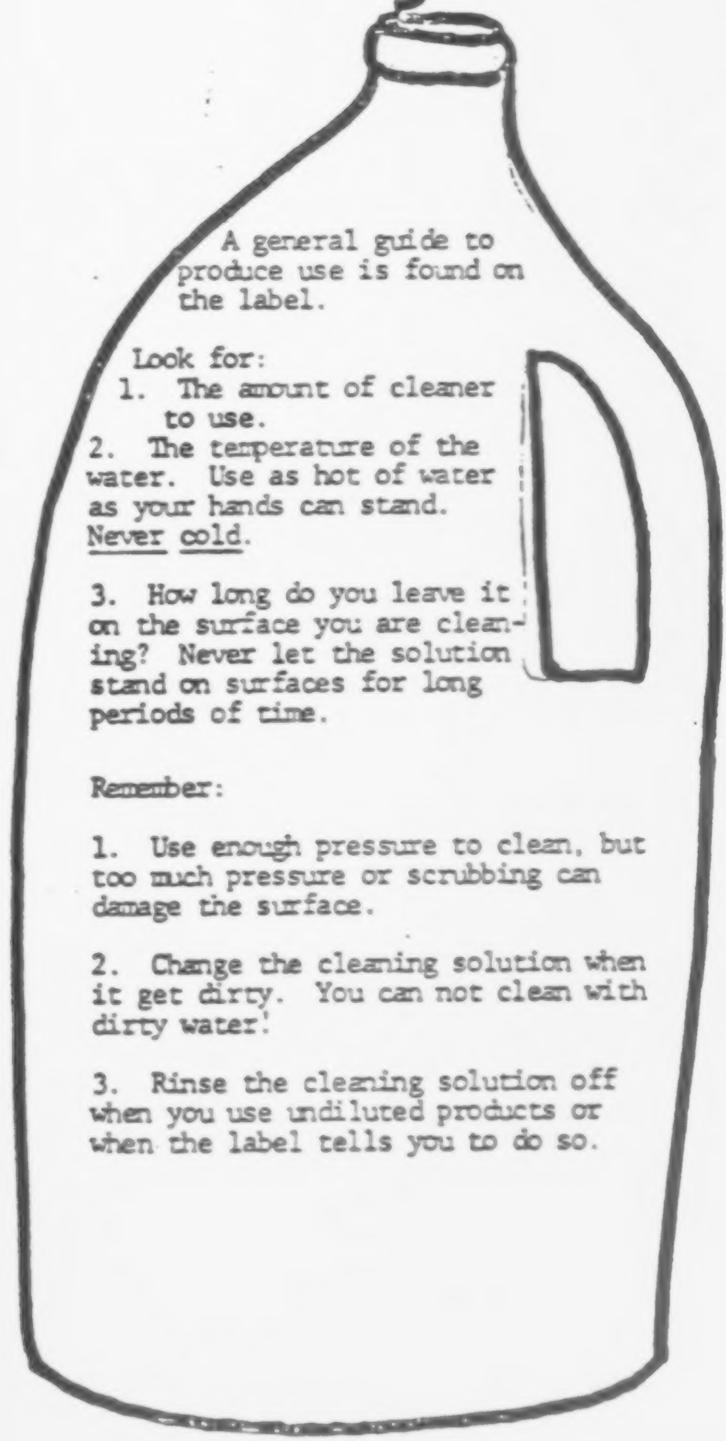


On a separate sheet of paper, list all of the items causing clutter-chaos.

B103


BED
CHEST OF DRAWER
CLOSE
Straighten Up Your Act!
Clock
Sweats
Sweater
Slippers
Broken Tennis Raquet
Suitcase
Shirt
Tapes
Jeans
Pop Can
Video Games
Magazines
Belts
Stuffed Animals
Blow Dryer
DESK
OUT OF ROOM
Annual
PJ's
Books
SKis
Walkman Radio
Jewelry
Game Boards
Out-of-season clothes
Dress clothes
Tennis Shoes
Football
Baseball Mit
Winter Coat
TRASH
Notebooks
SHELVES
Dress Shoes

Using Products Correctly



A general guide to produce use is found on the label.

Look for:
1. The amount of cleaner to use.
2. The temperature of the water. Use as hot of water as your hands can stand. Never cold.

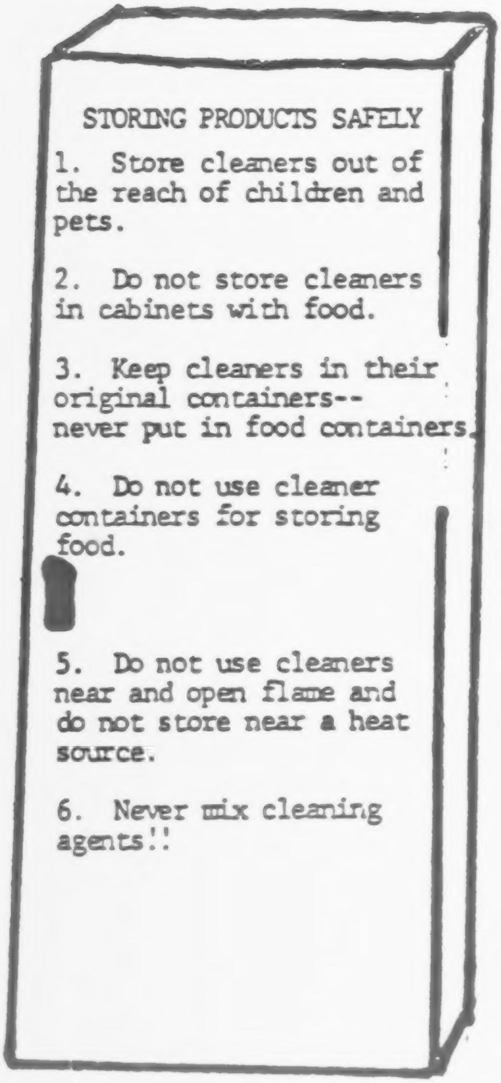
3. How long do you leave it on the surface you are cleaning? Never let the solution stand on surfaces for long periods of time.

Remember:

1. Use enough pressure to clean, but too much pressure or scrubbing can damage the surface.

2. Change the cleaning solution when it get dirty. You can not clean with dirty water!

3. Rinse the cleaning solution off when you use undiluted products or when the label tells you to do so.



STORING PRODUCTS SAFELY

1. Store cleaners out of the reach of children and pets.

2. Do not store cleaners in cabinets with food.

3. Keep cleaners in their original containers--never put in food containers.

4. Do not use cleaner containers for storing food.

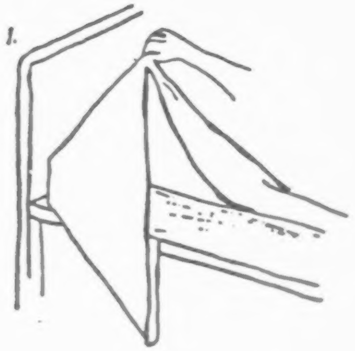
5. Do not use cleaners near and open flame and do not store near a heat source.

6. Never mix cleaning agents!!

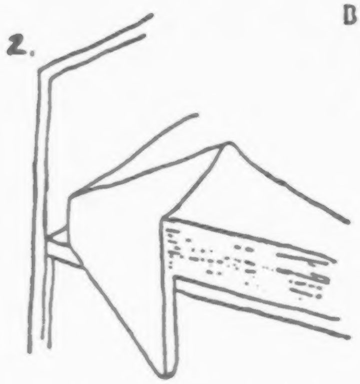
READ THE LABEL! NEVER MIX CLEANING AGENTS! STORE PROPERLY!

B105

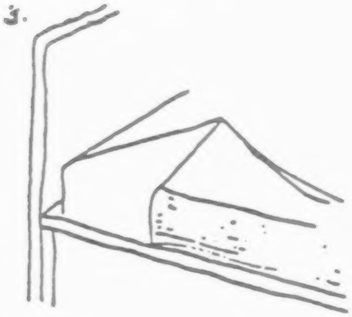
HOW TO MAKE A BED



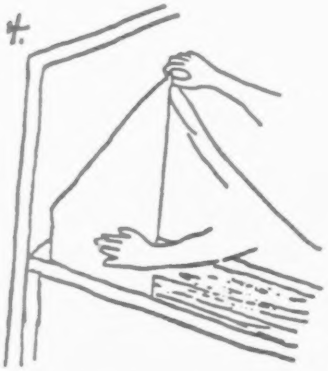
1. Stand facing bed. Pick up edge of sheet and hold it straight up and down.



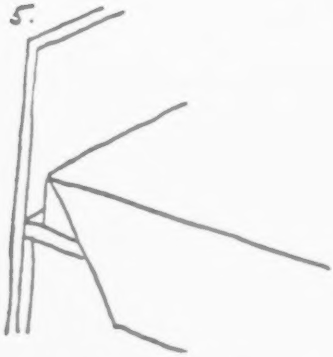
2. Lay the part of the sheet that you are holding on the bed.



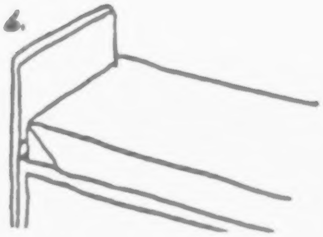
3. Facing the hanging part of the sheet, tuck it smoothly under the mattress.



4. Hold sheet in place along side of mattress with one hand. With other hand, pick up corner of sheet lying on bed.



5. Bring that corner of the sheet down over side of mattress.



6. Tuck hanging part of sheet under side of mattress.

AT HOME-BUILDING BLOCKS

RENOVATION

Everyone eventually gets tired of living in the same room and seeing the same things day after day. This is especially true for teens beacuse as they grow old their personalities and tastes change rapidly, while their rooms are still decorated as they were when they were younger. Give students suggestions on how rooms can be given a new look, without spending a lot of money, through a little cretivity and work. Conduct a design project: have students theoretically redecorate their rooms, staying within a low budget by imaginatively recycling and refurbishing things readily available to them Check April SEVENTEEN's article "Renew-Redo" (pages 188-189) for instructions on how to refinishe wood and how to cover furniture with fabric. The following ideas can help to give any room a new start.

DRESSERS

*Accentuate a design already found in your room. Make an enlarged stencil of this pattern to paint on your dresser. An innovative idea for a small room is to continue the pattern from the dresser down onto the floor.

*Large posters are generally the size of a three-drawer dresser. Cut out the design and divide into sections the same size as the drawers. Then, decoupage them to the dresser front.

*Cover dresser with fabric. You can then stencil and paint a design right onto the fabric. For example, cover a five-drawer chest with red-and-white ticking, and paint five hearts evenly spaced across the top drawer. Paint four on the next drawer, and so on, ending with on heart on the bottom drawer.

PARSONS TABLE

*Cover table with fabric, such as suede cloth, canvas or denim. Mix fabrics or patterns to create a design.

*Cover top with mirror tiles and finish sides and legs with silver contact paper or paint.

*For an Art Deco feeling, paint table with high-gloss dark enamel. Form a sleek geometric design using aluminum tape cut into various widths.

CUBES

*Paint or cover cube with fabric or wallpaper; place a cushion on top. Use one alone or group several cubes together to make a modular seating area. Use opensided cubes to create storage space underneath the seat.

*Cover cube with corkboard. Use as a three-dimensional bulletin board that doubles as a table. Or, cover cube with broadcloth or canvas and have friends autograph it. Then use the cube as a table or a seat.

*Bunch open-sided, painted cubes along a wall; store records and such inside an put stereo and plants on top. Or create shelving by attaching cubes about a third of the way up the wall.

CHAIRS

*Bring a deck chair inside and give it a new look. Paint or stain the frame, then replace the canvas with decorative fabric. You can also make tie-on cushions in a color to coordinate with room decor.

*Foam blocks come in many sizes and shapes. Cover several different types with fabrics and arrange them into an imaginative seating area.

*Stencil and paint designs on a director's chair to add your personal touch.

ACCESSORIES

*Add the finishing touches to a well-coordinated room by covering lampshades, planters, trash cans, window shades, and desk accessories with fabric that matches room decor.

*Create a scrapbook wall using old storage trays. Group them in a pleasing arrangement and attach to a wall. Then fill the compartments with snapshots, matchboxes, or other small collectables to add atmosphere to the room.

*Paint or stain a small stepladder to convert it to an attractive plant stand.

COMMUNITY STYLE

Try a "hands-on" project that will teach students recycling skills and benefit the community at the same time. Have students form groups and create a functional, yet attractive, item for a children's home, neighborhood youth center, or (if your school has one) the student lounge. These projects should be completed at low cost; your class can get any of the materials through donations, or find usable objects at junkyards, construction companies, yard sales, or the Salvation Army. Try one of these simple design ideas:

*Cover a table, crate or old toybox with comic book pages.

*Paint the removable top of a crate with a checkerboard on one side and a backgammon board on the other. Poker chips, used as game pieces, can be kept inside the crate along with other small games.

*Decoupage a poster to the top of an electric wire spool (ask for one at a construction site) and top with glass to produce a large sturdy table.

*Redo institutional-type tables. All sorts of decorative items, such as posters, fabrics, photographs, stamps, and dried flowers, can be sandwiched between tabletop and a sheet of glass. Use plastic edging strip to finish the edges.

YOUR HOME ENVIRONMENT

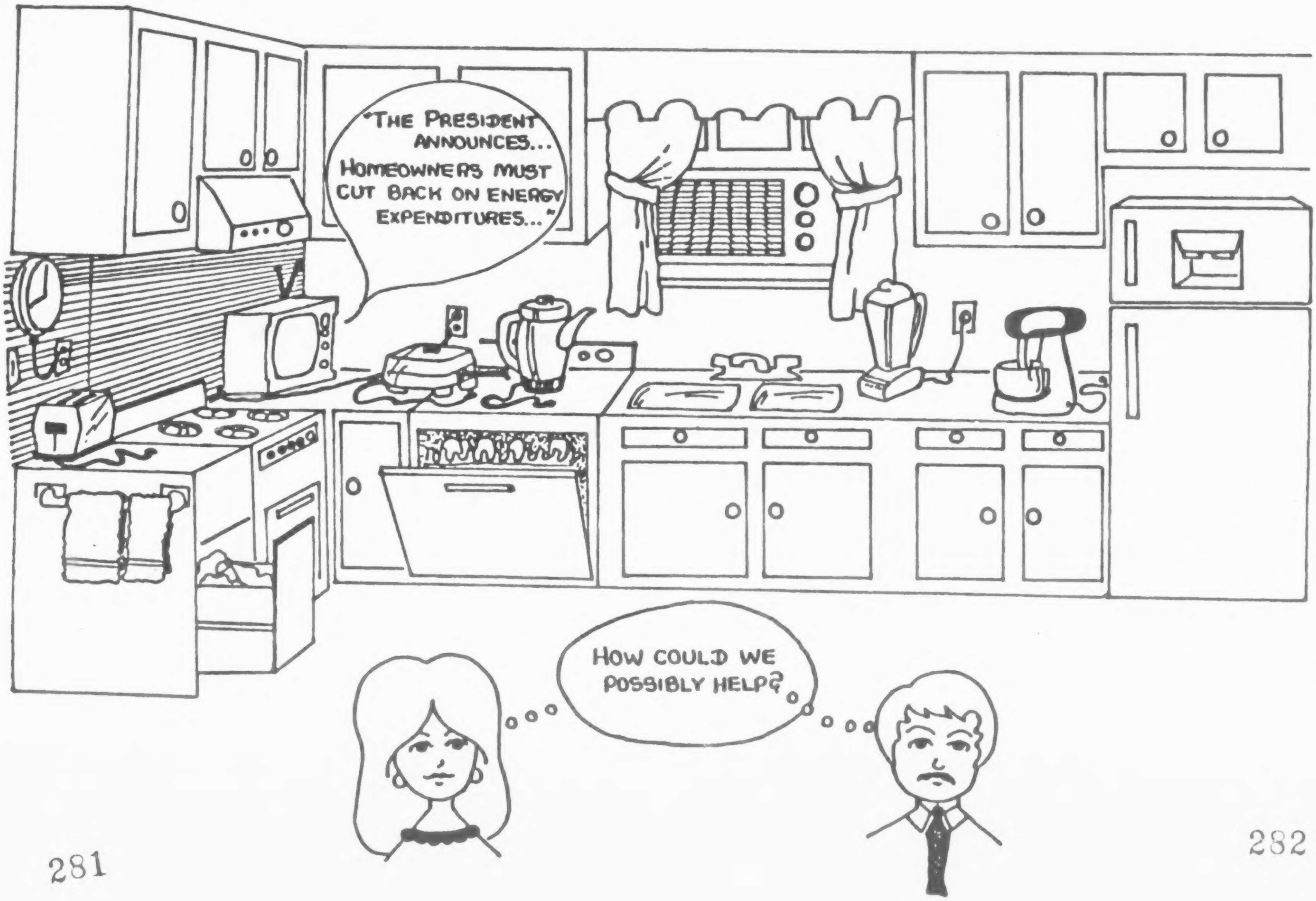
. Consider some ways that your home affects your behavior. For example where and when can you—

	where	when
have a friend over		
have a party		
play with a pet		
watch TV		
eat a meal		
talk on the phone		
listen to a radio or stereo		
be alone		
read or study		
play, dance, sing, shout		

Can you do any of these activities in more than one place in your home? Why/Why not? Can you do these things only at certain times? Why?

. Suggest ways to make your home more flexible so more of these activities could be done in more places and at other times.

ENERGY EXPENDERS


"THE PRESIDENT ANNOUNCES... HOMEOWNERS MUST CUT BACK ON ENERGY EXPENDITURES..."
HOW COULD WE POSSIBLY HELP?

ACCESSORY PROJECT

I. Accessory to be made--

II. Describe accessory and reason for this selection.

III. Materials needed.

IV. Directions for making. (List sources)

V. Estimate time and make approximate expense list.

VI. Planned uses for accessory.

Parent Signature for approval.______________________________

Worksheet II

EVALUATION OF ACCESSORY PROJECT

I. Were directions followed? If changes were made, describe them and explain reasons for change.

II. Were you pleased with the end product? If not what could be changed during your next attempt at a similar project?

III. How much actual time was spent?____________________total hours

How much money was actually spent?

Items purchased	Cost

IV. Did this project successfully meet your needs. Describe.

V. What do you feel you gained from this project?

VI. Considering time and work involved, knowledge increased, creativity, and end result, what grade do you feel you have earned and why?

TRAVEL ETIQUETTE

This can be used for role-play activity. Cut apart the following tickets. Students should be grouped in "twos", one ticket per two people. Students may select to role-play correctly or incorrectly. (All tickets are written with the correct information--Denver Hilton and Denver Marriott and Amtrak.)

1. Bus Transportation: Girl boards bus. boy follows and pays. Box exits bus first and helps girl down. (The boy is to be in the traffic longest.)
2. Train Situation: Person alone carrying luggage while boarding train. Red cap offers assistance. If assistance is accepted, person should tip per piece of luggage. ($1.00 per bag)
3. Use of doorman's services at hotel: Person arrives at hotel and doorman offers to carry luggage to check-in counter. You may accept or refuse assistance. If assistance is accepted, you should tip doorman going rate for each piece of luggage. ($1.00 per bag)
4. The bell hop offers to assist you to your room and carries luggage. Tip is going rate per piece of luggage. ($1.00 per bag)
5. Shoes have just been shined-- 15% tip
6. Barber--15% tip
7. Beautician--15% tip.
8. Waitress tip-15%
9. Boat--deck steward $1.00 per day
10. Boat--cabin steward $1.00--$2.00 per day
11. Boat--dining steward $1.00-$2.00 per day or more.
12. Train porter--(makes up bed) $1.00-$2.00
13. Hotel--Room service 15%
14. Taxi--15%
15. Coat Check-- $1.00 per coat

PACKING A SUITCASE

METHOD TO BE USED: Demonstration, Supervised Group Activity

TIME DIVISION: 55 minute class
Introduction: 5 minutes
Demonstration: 15 minutes
Learning Activity (Placing the suitcases) and packing a suitcase: 35 minutes

-If students are unable to completely finish packing their suitcases in this class period, a few minutes of the next day will be allowed.

PROCEDURE:

DO COLUMN	KEY POINTS, QUESTIONS, CONTENT
1. Gather all clothes and items to be packed and place them on a bed or other flat surface. (Remember list)	-You are not likely to forget to pack something if you have together what you are going to pack.
2. SHOES -Fold or roll socks and stuff in shoes. -Place shoes, heel to toe, in shoe mitts. -Price shoes on bottom of suitcase, resting on hinges in case.	-Why do you suppose we stuff shoes with socks? 1. helps shoes hold shape 2. saves space -Shoe mitts help prevent other clothes from getting dirty. -Cloth mitts are best -Plastic bags can mar leather
3. PURSES -Fill with stocking and other small miscellaneous items. -Place purses near hinges on bottom of suitcase.	-As mentioned in a previous lesson, do ask yourself whether/not you really do need three purses on your one-week trip.
4. GROOMING ITEMS -Blowdryer, hot rollers, and other heavy gear goes on the bottom near the hinges.	-Why should all heavy items be on the bottom of the case and near the hinges? -This prevents their shifting and rumpling clothing.
-Pack regularly-used toilet items in small-sized plastic containers filled only 3/4 full. Place all items in a spillproof case or near hinges.	-Why should bottles be filled only 3/4 full? -Helps prevent leakage -Allows for air-pressure changes -Do pack your regularly used products instead of some other brand just because it was already in a small bottle to prevent disappointment.

5. LINGERIE & SLEEPWEAR
   - -Fold all lingerie, nightgowns slips, etc., in thirds, following body lines.
   - -Place in sets and roll up
   - -Pack together, side by side, on bottom near hinges.

-Folding and rolling lingerie and sleepwear really does help prevent wrinkles.

-Keeping lingerie all in one place helps prevent suitcase disarray as you need not look all over for one item.

6. BRAS AND BATHING SUITS
   - -Fold bra or suit in half, turning one cup inside the other.
   - -Stuff space with stockings or panties
   - -Tuck in an open space

-If you pack a bathing suit, what should you remember to also pack?

  - -A plastic bag so a wet suit can be packed without getting the dry clothes wet.

7. SPORTSWEAR
   - -Fold pants of jeans lenghwise; fold sweaters in thirds, lengthwise. Lay at right angles, then fold over each other, alternating to form a stack.
   - -Place this stack next to the rolled lingerie.

-What do you suppose is the theory behind alternating layers?

  - -To make rounded, cushioned folds that help prevent wrinkling.

-There most likely will only be room for one set (jeans and sweater) to be placed in ths first half of the suitcase.)

8. BLOUSES AND TOPS
   - -Button all buttons and zip all zippers
   - -Lay on flat surface with front down
   - -Fold back 1/4 of the blouse and fold sleeve down. Do same to the other side. Short sleeves should lay flat.
   - -Fold blouse in half
   - -Set aside for now

-Closing all closures aids in making smooth folds and helps keep the garment as folded. Zippers are less likely to snug garments if they are closed.

9. DRESSES, SKIRTS, & SLACKS
   - -Place most crushable dress in other half of suitcase allowing length of dress to hang outside of case. If need be, fold back skirt along natural body curves.
   - -Fold pants in half lengthwise and place in suitcase allowing half of pants to hang out alternate sides.
   - -Place folded blouses, collar to hem, inside case on top of pants.
   - -Fold in garments, alternating sides, sandwiching in sweaters and blouses.

-What is the reason for placing the most crushable garments on the bottom of the suitcase?

  - -By being on the bottom with other layers on top, when the garment is folded back into the case, it can go over many layers, thus yielding a more rounded curve.

-If done correctly, you should be able to take out garments from the half without disturbing the others.

10. ACCESSORIES
    - -Pack belts stretched around outside edge of suitcase.
    - -Jewelry can be tucked away in an open spot. Keep expensive jewelry in your hand luggage; do not pack unless you will carry your suitcase at all times.

-Despite all one's efforts to eliminate wrinkling, what can he/she do if clothes are a little wrinkled upon arrival?

-Hang on hangers and place in a steam-filled bathroom 1/2 hour.

-General Points to Remember:

1. Always pack firmly to avoid shifting but don't overpack.
2. Fill empty corners in your suitcase.
3. Distribute weight evenly (luggage will be easier to carry.)
4. Take a few extra plastic bags to put dirty or wet laundry in.
5. Place heavy items on bottom, near hinges.

-Alternative Packing Methods

1. Roll everything into sausage rolls and pack.
2. Gather pants, skirts, blouses, and dresses in cleaning bags-hangers and all, and lay them lengthwise in a stack across the suitcase. Hangers should extend out one side, hemlines the other Fold hanger side over hemline side.
3. Fold all garments and place in individual plastic bags.
4. Place tissue paper between all folds.

MATERIALS NEEDED:

-1 suitcase with clothing and articles to pick (mandatory)
-4 suitcases with clothing and articles to be used for judging class and for groups to pack (in case students don't bring them)
-Copies of suitcase judging page
-Copies of "Checklist"-steps in packing a suitcase
-"Pack Up Your Troubles" poster

SUMMARY:

One will look as well as he/she has packed for a trip. By understanding and utilizing the rolling and alternate-layering methods of packing a suitcase, one will be reducing wrinkling of packed clothing and will also be utilizing the best use of limited space in a suitcase.

EVALUATION:

The following questions will be used for the packing a suitcase section on the unit quiz.

1. Briefly describe the method by which pants and sweaters are packed.
2. Where are heavy items such as blowdryers, electric curlers, shoes, etc., placed in a suitcase and why?
3. Why shouldcontainers of shampoo, makeup, etc., be filled only 3/4 full?
4. How should one fold a garment such as a dress or blouse?
5. Why shouldn't plastic bags be used to cover leather shoes?
6. Give 2 reasons why shoes are stuffed with such things as socks and hose.
7. What can one do if, despite all efforts to reduce wrinkling, some clothes are wrinkled?

ASSIGNMENT:

There will be no formal assignment. Students may complete the study guide, but it will not be turned in.

INDIVIDUALIZATION:

The "Checklist" of packing a suitcase will be recorded on sound tapes for those who need to hear the lesson again. A handout of the steps in packing a suitcase will be passed out and will aid those who need to dwell on the information. Actually packing a suitcase will help the tactile/kinesthetic learner. The teacher will be available to answer and questions and will also have all resources used to prepare the lesson available.

RESOURCES USED:

"Samsonite introduces the wrinkle-free vacation." The Sunday Denver Post, Date unknown.

"Hamilton, R., "How to pack: less is more like it," Esquire, June 5, 1979 volume 91, pg. 81-3.

"How to pack the fast easy way," Glamour, Sept., 1980, volume 78, pg. 102.

"How-to's of bag packing," Mademoiselle, April, 1975, volune 81, pg. 178.

"Packing it all in," Seventeen, Aug., 1976, volume 35, pg. 66.

"Packing it up to travel," Seventeen, Jan., 1978, volume 37, pg. 117.

"Perfect packing," Seventeen, May, 1980, volume 39, pg. 201.

"Can it all go in and come out wrinkle-free?" Sunset, July, 1975, volume 155, pg. 36.

Head, Edith. "Head on Fashion: tips on choosing and packing a travel wardrobe, Travel/Holiday, May, 1978, volume 149, pg. 50-1.

Messinesi, D. "Tips on packing and planning; clothes for traveling, Vogue, Dec., 1976, volume 166, pg. 142.

O'Brian, B. "Looking the part," Working Woman, April, 1979, volume 4, pg. 13.

CHECKLIST

10 Steps in Packing a Perfect Suitcase

1. _____Gather all clothes and items to be packed and place them on a bed or other flat surface.

2. SHOES

_____Fold or roll socks and stuff in shoes.
_____Place shoes, heel to toe, in shoe mitts.
_____Place shoes on bottom of suitcase, resting on hinges of case.

3. PURSES

_____Fill with stocking and other small miscellaneous items.
_____Place purses near hinges on bottom of suitcase.

4. GROOMING ITEMS

_____Blowdryer, hot rollers, and other heavy gear goes on the bottom near the hinges.
_____Pack regularly-used toilet items in small-sized plastic containers filled only 3/4 full. Place all items in a spillproof case or plastic bag on bottom of case near hinges.

5. LINGERIE & SLEEPWEAR

_____Fold all lingerie, nightgowns, slips, etc., in thirds, following body lines.
_____Place in sets and roll up.
_____Pack together, side by side, on bottom near hinges.

6. BRAS & BATHING SUITS

_____Fold bra of suit in half, turning one cup inside the other.
_____Stuff space with stockings or panties.
_____Tuck in an open space.

7. SPORTSWEAR

_____Fold pants or jeans lengthwise; fold sweaters in thurds, lengthwise.
_____Lay at right angles, then fold over each other, alternating to form a stack.
_____Place this stack next to the rolled lingerie.

8. BLOUSES & TOPS

_____Button all buttons and zip all zippers.
_____Lay on flat surface with front down. Fold back 1/4 of the blouse and fold sleeve down. Do same to the other side. Short sleeves should lay flat.
_____Fold blouse in half lengthwise and set aside for now.

9. DRESSES, SKIRTS, & SLACKS

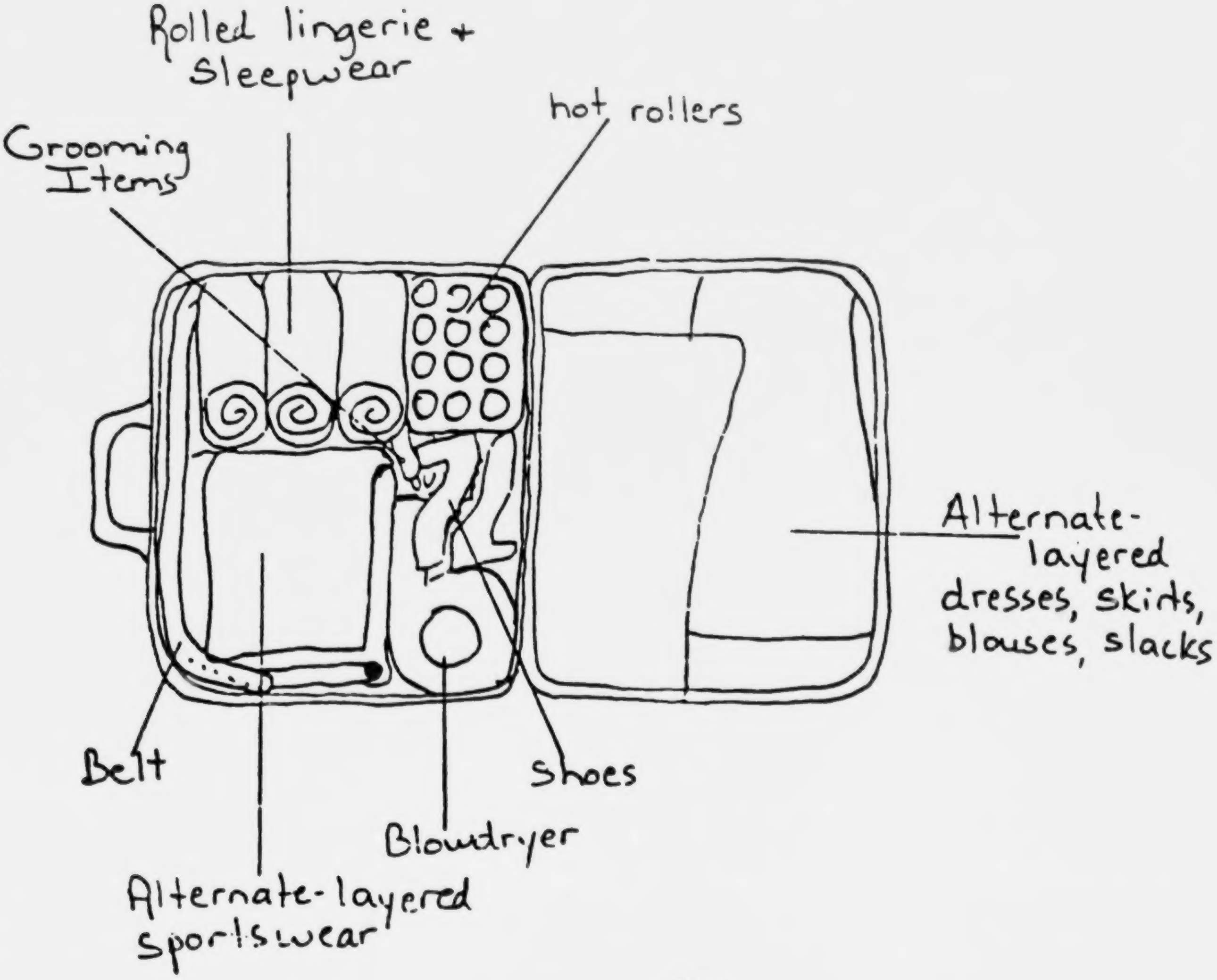
_____Place most crushable dress in other half of suitcase allowing length of dress to hang outside of case. If need be, fold back skirt along natural body curves.
_____Fold pants in half lengthwise and place in suitcase allowing half of pants to hang out alternate sides.
_____Place folded blouses, collar to hem, inside case on top of pants.
_____Fold in garments, alternating sides, sandwiching in sweaters and blouses.

10. ACCESSORIES

____ Pack belts stretched around outside of suitcase.

____ Jewelry can be tucked away in an open spot. Keep expensive jewelry
____ in your hand luggage; do not pack unless you will carry your suitcase at all times.

"THE PERFECT SUITCASE"


Rolled lingerie + Sleepwear
hot rollers
Grooming Items
Alternate-layered dresses, skirts, blouses, slacks
Belt
Shoes
Blowdryer
Alternate-layered sportswear

NAME____________________________

Message of Manners

For each of the situations below, write the message the action gives others. Then write how that person could show consideration with good manners.

1. Jack lets the door slap in Susan's face as he goes into the hall.

Message: ____

Good Manners: ____________________________________

2. Darren puts his shoes on the chair in front of hime in class leaving the chair dirty.

Message: ____

Good Manners: ____________________________________

3. Carrie spends 40 minutes on the phone talking to a friend when she knows her sister is expecting an important call.

Message: ____

Good Manners: ____________________________________

4. Kathy is always leaving her work supplies out when she is finished using them. This creates a mess often left for others to pick up.

Message: ____

Good Manners: ____________________________________

5. Andy drops his books in the hall. John comes along and gives them a kick, scattering them during pass period.

Message: ____

Good Manners: ____________________________________

6. Ron is constantly making "wise cracks" during class interrupting others.

Message: ____

Good Manners: ____________________________________

B120

NAME__________________________ DATE__________________________

CLASS__________________________ TEACHER__________________________

TABLE MANNERS

Listed below are ten statements regarding table manners. Some are right and some are wrong. Circle the numbers of the statements you consider right. Then circle the same numbers in the set of directions below. If you do it correctly, and if you follow the directions you have circled, you will be able to make a delicious sweet treat. (Ignore the directions that are not circled, as they do not make sense.) If what you have circled produces a strange set of directions, go back over the list of table manners and see what you have marked incorrectly.

1. Wait until everyone is seated before starting to eat.
2. If a certain food is hard to get on your fork, push it on with your knife.
3. After you are through using a teaspoon in your coffee or tea, leave it in the cup.
4. Unfold the napkin to half size and place it on your lap that way.
5. Chew quietly with your mouth closed.
6. Spread a whole slice of bread at once and take bites from the whole piece.
7. At a picnic it is all right to eat chicken with your fingers, but not at a banquet.
8. Place your knife and fork on the table when you are through with them.
9. Leave the table as soon as you are through eating.
10. Discuss only pleasant topics at meals.

ENTERTAINING DECISIONS

1. What kind of social affair can we have?
2. When can we have it?
3. Whom can we invite?
4. Where can we have the function?
5. How much money do we have to spend?
6. What can we serve?
7. Who will prepare food?
8. What committees will we need?
9. What are my responsibilities?

There are many things to be considered when planning a party. Once you decide on an occasion or theme for the party and who is to be invited, you will be ready to plan the food, table appointments, and decorations. Consider your budget and other resources, the comfort of the guests, and your own talents and ideas. If you have planned carefully and completely, when your guests arrive you will be able to join them and not have to worry about what to do next.

ASPCA GUIDE TO PET CARE
Out line of book by Diana Henley
Taplinger Pub. Co., N.Y. 1970

- I. Dogs
  - A. Choosing the right dog
    - 1. Pure bred
      116 varieties registered with American Kennel Club will know dogs size, appearance, and behavior
      - a. Sporting group--cocker spaniel, retriever, setters, and pointers
      - b. Hounds--beagles, gryhounds, and bassets
      - c. Working group--bred to help masters to protect flocks, be watch dogs and rescue.
      - d. Terrier group--catch rodents, fox terriers, Scottish terriers, airedales
      - e. Toy group--minipets--chichuahua, pekingese, toy poodle
      - f. Non-sporting--poodles, dalmations, bulldogs
    - 2. Mongrels
      mixed breeds
      good companion
    - 3. Breed for You?
      - a. why do you want a dog?
      - b. what is your dwelling? room for dog?
      - c. do you have time for grooming?
      - d. housedog may leave hair--are you accepting?
    - 4. Sex
      - a. Females generally easier to train and housebreak friendlier and more even tempered
        need special care during "heat" 2 times a year
      - b. males--may become "one person dogs"
        stronger, more independent, larger
    - 5. Age
      puppies need extra care--they are babies
    - 6. Health
      alert, friendly
      clear, bright eyes; moist nose
      avoid a skinny dog or one with diaherrea
      teeth white, gums firm and pink breath sweet
      normal temperature 101-102 degrees F
      test hearing by making sound behind dog
      ears clean and free of parasites
      check skin for ticks, lice or fleas
  - B. Living Quarters
    - 1. Be consistent--sleep indoors or out--not both
    - 2. Kennel--well insulated, draft proof, sturdy, face towards south
      floor off ground 4 inches--prevents bugs, hinged roof for airing
      provide bedding
    - 3. Indoors--sleeping mat to prevent calluses disinfect and clean bedding weekly

C. Feeding
   1. require same nutrients as humans
   2. Prepared food best
      a. canned--expensive, mixture of meat and cereal, all meat kinds should be mixed with cereal
      b. Dry-good, economical diet for dogs of all ages and sizes--may be mixed with canned
      c. Semi-moist--good for pups, comes in cellophane packages--serve at room temperature. expensive for medium or large dogs
   3. Dogs don't need variety
      food scraps OK occasionally
      avoid digestive upsets--don't change food (diet) suddenly
   4. Amount varys with size, variety, activity, pregnant, growing and working dogs need more than mature house dogs
   5. Feed adults once a day
      puppies four times then work down to once
      water--fresh all times
   6. No Bones--raw hide for chewing

D. Exercise and Play
   all dogs need
   small dogs get enough in house play
   don't allow to run loose
   should exercise outside daily--keep dry

E. Grooming
   1. Essential for good health--prevents skin disorders
      start when dog is young--brushing
      bathing not necessary unless really dirty
         protect dog's eyes and ears
         keep out of a draft
      clip long nails
      keep teeth clean
         avoid soft foods
            gnawing on hard biscuit or plastic bone helps prevent tartar build up

II. Cats
- A. Choosing the cat
  - 1. Pick a healthy, curious, active animal
    smooth, glossy coat; clear eyes and nose; alert; white teeth and firm pink gums; clean, odor-free ears; clear skin without dryness; normal temperatures 101-102 degrees F
  - 2. Age
    best to choose a kitchen unless you want a less energetic pet
    Kittens require more care--should be minimum of 6 weeks old
  - 3. Sex--both make excellent pets
    female--gentler, quieter
    male--livlier, vigorous
    Both should be neutered
  - 4. Breeds
    - a. shorthair--Siamese, Burmese, and domestic (common cat)
    - b. longhairs--Persian--require more grooming

- B. Living Quarters
  needs corner for self--out of drafts in sunlight needs bedding
- C. Feeding
  - 1. canned combination of meat, cereal, vitamins, and minerals
  - 2. canned--usually all meat
  - 3. dry food--combination dried
    vary cat's menu from time to time
    give a tsp of oil weekly to dispose of swallowed hair
    feed drown cats 2 times a day, kittens more often
    serve at room temperatures
    fresh clean water should be available at all times
- D. Care and Training
  - 1. Pick up cat by supporting body--one hand under fron legs--one under hind legs--don't drip--set down
  - 2. Lead and collar
    collar chosen should be recommended for cats--not too tight and can be slipped out of if caught. Put name on it an phone number
  - 3. Cats don't have nine lives--just lots of curiosity--protect from hazards
  - 4. Housebreaking seldom a problem--keep a clean cat pan handy wash and deodorize accident areas immediately keep pan clean
  - 5. Cats enjoy games and toys--let cat initiate
  - 6. Brush daily--prevents hairballs
  - 7. Avoid bathing
  - 8. Clip claws regularly--provide a scratching post or spot
  - 9. check eyes, ears, teeth occasionally for healthiness

III. Rabbits
- A. Housing--wire cage with removable bottom try or wood hutch with try to catch droppings
  - -should be dry and draft free
  - -2' x 2' x 3' long
  - -clean floor daily, scrub out dishes daily
  - -entire cage must be cleaned weekly
  - -dry completely before returning pet
- B. Feeding
  - -commercial rabbit pellets best
  - -add small amount fresh vegetables daily--remove wilted ones
  - -sprinkle food couple times a wekk with salt
  - -provide fresh water in broad bowl at all times
- C. Handling
  - -support hind quarters with one hand and other holding loose skin around neck
  - -never pick up by ears
  - -they enjoy gental petting

IV. Guinea Pigs

--short stocky bodies, short legs, and no tail weigh about 2 lbs.
- A. Habitat
  - -line cage with absorbent litter which should be changed at least twice a week
  - -never remain wet--Guinea pigs highly susceptable to changes in temperature and humidity
  - -12" by 24" minimum size cage
  - -take out for regular play and exercise
- B. Feeding
  - -commercial pellets best with daily diet of washed fresh veggie
  - -remove stale green
  - -use gravity flow water bottle--wash regularly
- C. Handling
  - -use 2 hands to lift giving support to hind quarters and chest
  - -enjoy petting--social

V. Hamsters

6" long, nocturnal
- A. Housing
  - -metal cage with exercise wheel--not wooden cage--gnaw way out
  - -need generous litter--scrub out once a week
  - -hard to find if lost
- B. Feeding
  - -pellets with fresh veggies--remove stale greens
  - -also like seeds and nuts
  - -hoard dried food
  - -gravity flow bottle for water
- C. Handling
  - -handle often to keep tame
  - -near sighted--will bite
  - -not social to other hamsters

VI. Mice
  A. Housing
    -plastic and glass cages easiest to keep clean
    -exercise wheels and platforms good--social
    -litter in bottom of cage--scrub weekly
  B. Feeding
    -pellets with breadm raw carrot or potato, apple, nuts
    -hard piece of wood for gnawing
    -gravity flow water bottle
  C. Handling
    -pick up by tail and lower onto hand

VII. Gerbils
  A. Mouse cage or aquarium with wire lid
    litter
    cardboard or plastic tubes and ladders--introduce new toys from time to time
    change and scrub cage every 2 weeks--dry before putting back pet
  B. Feeding
    -pellets with bird seed, fresh veggie
    -gravity flow bottle
  C. Easy to Tame
    -hold tail near base and let gerbil rest in open palm
    -jumps so handle over table

VIII. Birds
  A. Parakeets
    -enjoy human company
    -do amusing tricks
    -attractive
    -may learn to speak
    -keep in cage or will not return to it--may come out occasionally
    -give well-balanced seed mixture and fresh water daily
    -must have food ofte--keep food dish full of seed no hulls
    -give play things
  B. Canaries
    -sing beautifully (males only)
    -have different voices
    -rarely given freedom
    -don't need play things
    -roomy cage with cuttle bone
    -change bird cage floor often
    -cage draft free place

IX. Fish
  -1 gallon water per each inch of fish
   2 2 inch fish need 4 gallons
  -adequate air necessary--50 sq. inches neede per fish (multiple length times width)
  -wash sand often to keep water fresh
  -pump filter and light keeps water healthy--some fish need warm water
  -feed fish commercial food in amount that will be eaten in 10 minutes

X. Turtles and othe reptiles
  -provide natural like setting in a terrarium
  -turtles like raw meat or veggies--chameleons and snakes like insects
  -keep in warm, draft free area
  -provide water for swimming in

PET SURVEY Name_____________________

Directions: Ask 5 adults and 5 students the following questions about pets. Place a mark on the correct line for each response given.

1. Do you have a pet? _____yes _____no

2. What kind of pet do you have?

_____Dog
_____Cat
_____Fish
_____Birds
_____Rabbit
_____Guinea Pig
_____Hamsters
_____Gerbils
_____Mice
_____Turtles and other reptiles
Other (list)_____________________

3. Where did you get your pet?

_____Pound
_____Friend
_____Pet store
_____Breeder
_____Stray
_____Other (list)_____________________

4. Did you have to do anything special before you got your pet?

_____spay/neuter
_____payment for pet
_____shots
_____minimum yard size
_____city ordinance
_____Other (list)_____________________

5. List reasons why people have pets.

GREG'S DILEMMA

Greg raced down the stairway three steps at a time. It was after 10 o'clock, and his friends would be waiting at the playground. He banged open the kitchem door, grabbed a roll, and was about to dash out of the house. Suddenly he remembered Dad's warning words, and he stopped. "I won't allow any more mischief," his father had said after Greg had been caught sliding down the banister. "If you can't stay out of trouble, you'll play in your room, by yourself, for two weeks."

"FOR TWO WEEKS!" Greg thought, horrified. So he quickly straightened his clothes and sat down properly at the breakfast table. Just then Greg's mother came into the kitchen. "Good Morning, dear," she said. "It's such a pretty day, why don't you take Jessa to the park with you?" "Sure," said Greg. Jessa was the family dog, and Greg loved her very much. He also loved to show her off to his friends. He was certain she was the prettiest dog in the world. Greg put Jessa on a bright blue leash and off they went. "Remember not to let Jessa loose," Mom called after them. "It's dangerous."

"I'll remember," Greg promised. When Greg got to the playground, John, Mary, and Bobby were waiting for him.

"WOW! Look at Greg's dog! She's beautiful," Mary cried out. Jessa wagged her tail and wiggled with delight. "I bet she can run very fast," said John. "As fast as the wind," said Greg. "How fast is that?" Faster than a train or an airplane." Greg figured that sounded about right. "Come on, that's impossible!" everyone shouted at the same time. "It's true," Greg insisted, becoming red in the face. "Then prove it!" Bobby said.

Greg knew Jessa could run fast. She was his champion, after all. For a moment Greg remembered his mother's words about keeping Jessa on the leash. He also remembered his father's warning about staying out of mischief. However, if Jessa ran free for only a few minutes, he was sure his parents would never find out. So, without hesitating further, he unfastened her leash.

Jessa took off so quickly that one might have thought a herd of buffalo was chasing after her. Across the field she galloped. Her feet barely touched the ground. Around and around she went, while the children watched and cheered her on.

"She is fast!" they said, and Greg beamed with joy. Suddenly Jessa stopped. WHAT SMELLS SO DELICIOUS? she wondered. She took a deep breath and followed the scent. Beside the sandbox there was a most tempting treat. Jessa forgot all about her cheering audience.

"Hey, look at your dog, she's in the garbage!" John exclaimed. The children ran toward Jessa, Greg tugged her face out of an old, rusted tin can. "Do you think there is poison in there?" Bobby asked, pointing to the pinkish-green color of the garbage. "Oh look at Jessa's tongue!" Mary cried out. "It's all yellow." Greg looked first at the garbage and then at his beloved dog. His heart pounded loudly from fright. That evening at dinner, Jessa dragged herself to the dining room. Her usually proud head was held low and was was trembling. "Poor Jessa doesn't seem too well," Dad remarked. "That new brand of dog food I gave her must not have agreed with her," Mom said. "You must be right," Dad agreed. "We'll just let her rest, and by morning she'll be fine."

Greg stared unhappily at his food. He was afraid to tell his parents about what happened at the park. He would be punished for certain. Besides, Jessa might really have been poison in the garbage, if so, Jessa might die.

WHAT WOULD YOU DO IF YOU WERE GREG?

GREG'S DILEMMA

Teaching Guide

Step One

Confronting the dilemma: Present Greg's dilemma to the class, either by reading or by providing copies for each student. Then make certain that everyone understands the problems Greg faces; help students define the moral, or value, issues involved; and identify Greg's alternative courses of action. Avoid placing value judgments on any one alternative.

Step Two

Taking a position on the dilemma: Ask students to think about the dilemma and write down what they think Greg should do and why they think this actions is best. Then, by a show of hands, determine whether the students differ in opinion as to what Greg should do. If at least one-third of the group takes a stand contrary to the rest of the class, continue with Step 3. If more than two-thirds of the class agree on the same action, introduce an alternative dilemma by asking a probe question. If the students agree that Greg should tell his parents what happened, introduce one of the following:
A. Suppose Jessa were to get better. What should Greg do?
B. Suppose Greg were going in any more trouble, he won't get the bike. What should Greg do?

If the students agree that Greg shouldn't tell his parents, introduce one of the following:
A. Suppose Jessa gets worse, and Greg's parents take her to the veterinarian. The doctor says that it looks as though she's eating something poisonous and he must know what she ate in order to treat her. What should Greg do?
B. Suppose Greg's friends offer to help him make up a story about how Jessa got sick without letting his parents know that he let her off the leash. What should Greg do?

Step Three

Testing reasoning for the positions on the dilemma; after you've generated some disagreement among the students about the appropriate course of action, ask them to think about the reasons for their choices. (If students still agree on the proper action to be taken, the disagreement needed for a good values discussion may come as a result of the different reasons students offer for their choices.) Ask such questions as:
A. Are there times when it's best to lie to his/her parents? Explain.
B. Should a person ever risk the life of a pet? Explain.
C. Are there ever special situations worth getting in trouble for?
D. What would Greg's parents want him to do?

Divide students into small groups. Members of each group discuss their positions and reasons and produce a list of the two best reasons to support each course of action. (This will expose students to the fact that; even among individuals who agree on the appropriate course of action, some might disagree on the reasons they feel this action is right.)

TOLL-FREE NUMBERS

Denver metro area	825-1588
Fort Collins	491-7387
All other Colorado exchanges	1-800-332-2473

HOURS:

Monday through Friday	7 a.m. to 8 p.m.
Saturdays	9 a.m. to 3 p.m.
Sundays	Closed

The Teletips switchboard is closed most holidays; taped information will provide callers with hours of operation.

How to Use Extension Teletips:

1. Consult brochure and select topic by name and number.
2. Dial the Teletips toll-free number for your area.
3. Request tje message by name and number.
4. Have paper and pencil handy to take notes.
5. Call back if you wish to hear message again or to request another topic.
6. Contact your local county extension office if you have further questions or desire additional information.

ANIMAL SCIENCE

5701	Nutrition for Range Cattle
5702	Nutrition for Feedlot Cattle
5703	Nutrition for Lambs
5704	Nutrition for Ewes
5706	Nutrition for Sows
5707	Nutrition for Horses
5708	Nutrition for Dairy Cows
5709	Nutrition for Dairy Calves
5710	Nutrition for Poultry
5711	Nutrition for Rabbits
5712	Nutrition for Goats
5802	Range Livestock Nutrition

RAISING GOATS

5350	Care of Pregnant Does
5351	Care of Does at Kidding
5352	Care of Newborn Kids
5353	Milking Goats Properly
5354	Pasteurizing Goat Milk
5355	Producing Quality Goat Milk
5356	Preventing Disease Transmission in Goat Milk
5712	Nutrition for Goats

WILDLIFE

5401	Calling Coyotes
5402	Fencing and Excluding Coyotes
5403	Snaring Coyotes
5404	Trapping Coyotes
5405	Controlling Pocket Gophers
5406	Controlling Prarie Dogs and Ground Squirells
5407	Controlling Problem Mice
5408	Controlling Problem Rats
5409	Help in Controlling Problem Wildlife
5410	Controlling Rodents
5411	Controlling Skunks
5412	Controlling Coyote Damage
5413	Fur Primeness
5414	Big Game Seasons
5415	Small Game Seasons
5416	Waterfowl Seasons
5417	CSU Wildlife Publications
5418	Raising Pheasants in Captivity
5419	Wildlife Habitat Improvement Program--Pheasant Management
5420	Wildlife Habitat Improvement Program Opportunities

RAISING POULTRY

5901 Blackhead Prevention
5902 Bowed Legs (Paralysis)
5903 Brooding Requirements
5904 Cannibalism and Debeaking
5905 Caponizing Chickens
5906 Coccidiosis Control
5907 Culling Chickens
5908 Mite and Lice Control
5909 Molting Methods
5910 Nutritive Value of Colored Eggs
5911 Sources of Poultry for Layers, Meat and Turkeys
5912 Egg Quality and Size
5710 Nutrition for Poultry

SMALL ANIMAL PET CARE

5301 Animal Bite Procedures for Rabies
5306 Emergency Treatment for Cats and Dogs
5307 Feeding Cats
5308 Feeding Puppies
5309 Feeding Mature Dogs
5311 Ferrets--Special Problem Pets
5313 How to Tell if a Pet is Sick
5314 Heartworms
5315 Cat and Dog Immunization
5316 Managing an Obese Dog
5317 Selecting a Pet Dog or Cat
5318 Should I Declay my Cat?
5320 Traveling with My Pet
5321 Adopting a Pet
5323 Choosing a Veterinarian
5324 Choosing a Boarding Kennel
5325 Ear Problems in Dogs and Cats
5326 Feeding Older Dogs
5327 Housebreaking Pets
5328 Care of Injured Stray Pets
5329 Causes of Obesity in Pets
5330 Care of Orphan Puppies and Kittens
5331 Spaying Dogs and Cats
5332 Seizures in Dogs
5333 Urinary Problems in Cats
5334 Veterinary Consumer Concerns--Call Us!
5335 Why Does My Dog Itch?
5336 Ticks and Tick Fever
5337 Parvovirus Disease in Dogs
5711 Nutrition for Rabbits

5421 Caring for Wildlife Around the Home
5422 Winter Feeding of Birds
5423 Colorado Bird Notes
5424 Livetrapping and Removal of Prarie Dogs
5425 Handling Rattlesnakes
5426 Control of Birds in Buildings
5427 Coping with Woodpeckers
5428 Attracting Hummingbirds
1209 Selecting Plants to Attract Birds

LARGE ANIMAL PET CARE

5302 Oral Formula for Calf Scours
5303 Cereal Grains for Horses
5304 CSU's Animal Diagnostic Lab
5305 Disease Prevention in Newborn Calves
5310 Feeding Pleasure and Working Horses
5312 Hay and Pasture for Horses
5319 The Orphan Foal
5322 Buying a Horse
5323 Choosing a Veterinarian
5334 Veterinary Consumer Concerns--Call Us!
5707 Nutrition for Horses

CARING FOR YOUR PET

NAME____________________________

DIRECTIONS: Place a zero (0) on the blank space in front of the statement if it is false and a plus (+) on the blank space if the statement is true.

____ 1. When making a decision to get a pet or not, you should consider the age of the pet?

____ 2. The best place to obtain a pet is from a pet store?

____ 3. A veterinarian that has lots of experience and charges very little for his services, is the best one to choose.

____ 4. The behavior of your pet is your responsibility.

____ 5. If you have a pet, you must be responsible for it.

____ 6. Animals do not have emotional needs like people do.

____ 7. Newspaper ads are a good place to obtain a pet.

____ 8. A good veterinarian has a good attitude and runs a clean and efficient office.

____ 9. You should call the police or Humane Society to report animal abuse.

____10. As the owner of a pet, you should be concerned with the overpopulation of animals in our world.

DIRECTIONS: Answer the folloiwng questions to the best of your ability.

11. When making a decision to select a pet, what are four main factors you should consider?

12. We discussed several placed to obtain pets, list five possible places to get a pet.

13. When selecting a veterinarian, what are six factors that you may want to consider?

14. As the owner of a pet, list four responsibilities you have for that pet.

CONCEPTUAL OUTLINE FOR NG A CONSUMER

- I. Decision Making
  - A. Values
    - 1. Definition
    - 2. Sources
      - a. family
      - b. community
      - c. peers
      - d. media
    - 3. Understanding Values
      - a. indicators
      - b. choices(wants & needs)
      - c. conflict
      - d. changing
    - 4. Behavior, Actions & Consequences
  - B. Goals
    - 1. Definition
    - 2. Setting Goals
      - a. short term
      - b. long term
  - C. Problem solving
    - 1. Steps
      - a. identify the problem
      - b. gather information
      - c. think through choices
      - d. make a choice and act on it
      - e. accept responsibility for decision
    - 2. Problems with problem solving
      - a. refusing to face a problem
      - b. fear of making mistakes
      - c. being unable to take action
      - d. taking advice

- II. Resource Management
  - A. Money
    - 1. Sources
    - 2. Spending Money
      - a. priorities
      - b. saving
      - c. credit
      - d. record keeping
        - 1. Check writing/ endorsing
        - 2. simple receipts
  - B. Time
    - 1. Assessment and limits
    - 2. Prioritize
    - 3. Organize
    - 4. Delegate and act
    - 5. Evaluate
  - C. Energy
    - 1. Types
      - a. human
      - b. non-human
    - 2. Characteristics
      - a. limited
      - b. interchangeable
      - c. multi-use
      - d. renewable
    - 3. Responsibility
      - a. luxury
      - b. necessity

- III. Shopping Skills
  - A. Advertising
    - 1. Purpose
    - 2. Kinds
    - 3. Psychology of advertising
    - 4. Advantages & Disadvantages
  - B. Places to Shop
    - 1. Specialty
    - 2. Department
    - 3. Convenience
    - 4. Discount
    - 5. Warehouse
    - 6. Catalog
    - 7. Second Hand
    - 8. Mail
    - 9. Other
  - C. Labels & Consumer terms
    - 1. Legislation
    - 2. Information
    - 3. Terms
  - D. Techniques(shopping/selling)
    - 1. Location of products
    - 2. Coupons
    - 3. Advertising/displays
    - 4. Special offers/Freebies
    - 5. Door to door
    - 6. Mail order
    - 7. High pressure
    - 8. Peer pressure
    - 9. Impulse buying/list
    - 10. Comparative shopping
  - E. Consumer Rights and Responsibilities
    - 1. Courtesy
      - a. handling merchandise
      - b. handling complaints/ returns
      - c. shopping/restaurant/ etiquette
    - 2. Protection
      - a. Agencies/Legislation
      - b. Warranties
      - c. Better Business Bureau
      - d. Small claims court
    - 3. Shop lifting

BEST COPY AVAILABLE

AREA: BEING A CONSUMER
UNIT: DECISION MAKING

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
A. Values 1. Definition	The student will: Define "values" and explain how they affect decision making.	-Complete vocabulary list which includes these terms: values, goals, needs, wants priorities, decisions, consequences, evaluate, and conflict. -View filmstrip on "Time of Your Life" Tupperware Educational Services P.O. box 2353 Orlando, FL 32802 -Read textbook information on values and goals and define through class discussion. -Read and discuss It's O.K., Son, Everybody Does It. -Hold a Values Auction. -Make a list of values and put them in order according to their importance.
2. Sources		-Brainstorm where values come from. -Use "Value Grid" to identify some of the values acquired while growing up. Personality Education, Howe & Howe, Hart Pub. Co., Inc., pg. 310-317. -Use activity two, Who or What Helps You Decide from Tupperware Kit.
3. Understanding Values 4. Behavior, Actions, and Consequences		-Discuss "What If" situations. (examples) a) Your best friend steals something, what should you do? b) You get caught cheating on a test... c) You see someone mistreating an animal... d) You suspect your friend in being abused. e) Other -Play the Birthday Board -View filmstrip-"What's Your Message"-Unit on Values filmstrip kit: Maclean Hunter, Learning Resources, 708 Third Avenue, New York, NY 10017

AREA: BEING A CONSUMER
UNIT: DECISION MAKING

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
B. Goals 1. Define	The student will: Define "goals" and explain how they relate to values.	-Do the Shopping List of Wants activity. -Do Personal Goals Inventories in the area of school, family, leisure time, friends, personal development, job and career and life goals. Personalizing Education, pp. 318-323. -Simulate family or school situations depicting conflicting values and/or goals.
2. Setting goals	Set a short-range goal and attempt to reach it.	-Set a simple, reachable goal with a 2 week time period. Write it out and share it with another student and your teacher. Evaluate results at the end of the time period. Teacher could provide appropriate bonus for those who have reached goal. Use worksheets Goals Galore, Ladders to Success News Flash. -Prepare bulletin board: What is Your Goal? Make goal posters out of construction paper and mount on the bulletin board. Cut out yard lines and place on the bulletin board. Cut footballs out of construction paper and mount randomly on the bulletin board. -Read Chapter 25-"Setting Goals"-Teen Guide-5th edition, Chamberlain, Budinger and Jones. Webster Division of McGraw Hill, 1221 Avenue of the Americas, New York, NY 10020 -Brainstorm goals and list on board. Have students decide if it a long-range or a short-range goal?
C. Problem Solving 1. Steps a. Identify the problem	Identify the steps in the decision making process.	-Read text information on Problem Solving Steps-pg. 170-173. Caring, Deciding and Growing; McGinley, Ginn and Company.

AREA: BEING A CONSUMER
UNIT: DECISION MAKING

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
C. Problem Solving (cont.) b. Gather information c. Think through choices d. Make a choice and action it e. Accept responsibility for the decision f. Evaluate the decision		-Fill in Making Decisions worksheet. Source: Teacher/Student Resource Guide, Ginn & Co., 1985. -Play game Ready, Set, Decide. -Read text information, Chapter 26-Teen Guide-5th Edition. -List 3 decisions made recently and remember the process used in making the decisions. Ask how students would proceed using the steps in problem solving. -Use the Valuing Process Checklist. -Ask students to decide how they would use a given amount of money. Write the steps in making the decision and the process they used. -Practice problem solving.
2. Problems with Problem Solving	The student will: Discuss results of not using the decision making process.	-Do What Shall We Buy activity. -Read resource pp. 207-209-Teen Guide-5th Edition. -Participate in "Conflict Resolution" and "Personal Problem Solving" activities, Personalizing Education, pg. 75-79; 356-360 -Discuss why acting on a decision is an important step. -Discuss consequences of not making a decision of refusing to face a problem.

AREA: BEING A CONSUMER
UNIT: RESOURCE MANAGEMENT

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Money 1. Sources	Relate money sources to their own lives.	-View filmstrip series: "To-Sew-Young Spenders" P.O. Box 974, Malibu, CA 90265 (213) 454-2572 Cost: $92.50 -List all money resources. -Play Monopoly-sources: students and local department stores and library. -Play Life-sources same as above.
2. Spending Plan	Create a spending plan to meet individual needs.	-Use following worksheets: 1. Money $$ Where Does It Go 2. My Spending Plan (2 pages) 3. Decisions, Decisions?? Which One to Buy? 4. Managing Your Money-Blair & Moore, Today's Teen, Student Guide, 1979 a. Sample Check, pg. 29. b. Best Buy: Which One?, pg. 30. c. Advertisements, pg. 31-32. d. Where do you Get Information?, p.33. -View Software Budgeting Tutorial Cost $49 EMC Publishing, Changing Times Ed Services, 300 York Avenue, St. Paul, MN 55101
B. Time 1. Assessment and limits 2. Prioritize 3. Organize 4. Delegate and Act	Prepare a time plan to prioritize and organize limited time.	-Use following worksheets-Tupperware, P.O. Box 2353, Orlando, FL 32802 "Time on Your Mind" "Your Target Date Calendar" -Do Routine Round Up.
5. Evaluate	Apply a time plan to meet individual needs.	-Write to Play-Timers, Inc., Allentown, PA 18001 for free sample 3-month date book.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
C. Energy 1. Types 2. Characteristics 3. Responsibility	The student will: Recognize human and non-human types of energy resources and characteristics affecting each. Recognize role in maintaining their physical surroundings. Be aware of role of preserving the environment.	-Make draft dodgers for door threshold. -Show film "Toast" Public Service Company and then list several foods and trace their production energy steps. -Use activity sheets: 1. My Resources 2. Energy Management Checklist (from Albertsons) 3. Management of Resources 4. Human/Non-human Resources 5. A Problem for NASA 6. Find 10 Energy Wasters -Use puzzles from Forecast for Home Economics: 1. Lighting search 2. Energy search 3. Resource word find, Source: Activity Guide, Ginn & Co., 1984. -Prepare bulleting board, "Are you one of our Natural resources?" -Play Energy Maze game, CoEd, January, 1984. -Use Public Service "Children's energy programs" and other program's films: Public Relations Division, Public Service Company of Colorado, PO Box 840, Denver, CO 80201 Attention: Jim Donlin, Coordinator Educational Services Phone: 571-7714 -Use text: Creative Living. Foster Hogan, Herring and Gieseking-Williams. Butterick Publishing, New York, NY 10017 Chapter 4, Section 3, Teachers Guide-708 3rd Avenue, MacLean Hunter Learning Resources -Use CSU Extension Teletips Cooperative Extension Service, Colorado State University, Fort Collins, CO 80523

AREA: BEING A CONSUMER
UNIT: SHOPPING SKILLS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
A. Advertising	The student will:	
1. Purpose	State the purpose of advertising.	-Do Ad-Aware stack magazines on tables. Have students browse through them unaware they are looking at ads. Discuss: Which ads were most memorable? Why? Then check for accuracy of ad. -Do Slogan Quiz-list 15-20 advertising jingles or slogans. Have students give product name. Demonstrate power of slogans Good introduction. i.e. "It's the Real Thing"-Coke, "Fly the Friendly Skies"-United Airlines, "Where's the Beef?"-Wendy's. -Use Advertising activities.
2. Kinds	Identify various advertising techniques.	-Do Consumer's Find-A-Word. -Do "Advertising Techniques", Micro Power & Light Co., 12820 Hillcrest Road, Suite 219, Dallas, TX 75230, Computer Software -Videotape actual ads and analyze them. -Analyze ads from t.v., radio, and newspaper for: product name, brand name, needed information, additional information and will you buy that product?
3. Psychology of adverstising	Recognize the psychology of advertising and explain how consumer choices are affected by ads.	-Use "Weiner Wonderland", Activity #15-Level 4 of FOOD...Your Choice. National Dairy Council, Inc., 12450 N. Washington, Thornton, CO 80241. -Use the handout "Which is Wurst". -Complete the Advertising Appeals worksheet. Carry through with this activity by having the students make an appeal collage. Search through magazines and cut ads out and categorize them according to the various emotional advertising appeals.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
		-Do Mini Case Studies on Consumer Education. -Read I Can't Believe I Ate the Whole Thing. -Do Fight Back activity-Have students test products according to how the product is advertised. i.e. abosorbency of paper towels, strength of glue, cleaning power of soap. Write the company of product retails. -Do FHA project or fund raiser: Have students clip coupons and tape them to the actual products in the store. When the product is bought, the money saved by using coupons will go to the FHA fund. Be sure to arrange this activity with the store manager and advertise well. -Construct bulletin Boards Source: "Becoming and Informed Consumer", Iowa State University, Home Economics Education, Agricultural Experiment Station Project, 1982.
	The student will: Create an ad for a product of his/her choice.	-Make up jingles or advertisements for a product.
4. Advantages and Disadvantages	List advantages and disadvantages of advertising.	-Brainstorm advantages and disadvantages of advertising, listing them in columns on blackboard or butcher paper.
B. Places to Shop 1. Specialty 2. Department 3. Convenience 4. Discount 5. Warehouse 6. Catalog 7. Second hand a. garage sales b. pawn shops c. flea markets d. good will 8. Mail order 9. Other	Identify the variety of places to shop.	-Complete the handout on Where to Shop, review the answers. -Brainstorm places where jeans could be purchased. List the places on the board and have the student classify the sources of their selections. -Do a small group activity. -Divide students into groups. Assign each group a product (records, jeans, make-up, etc...) Students list places they could buy these products. (Further activities could include comparing prices and quality)

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will: Compare the quality of a similar item purchased at various outlets.	-Have students compare quality of an item such as a shirt from 3 stores. Look for construction and price. May want to specify a low, medium and high priced store.
C. Labels and Consumer Terms 1. Legislation 2. Information 3. Terms		-View filmstrip "The Young and Nutritious A Soup Opera, Guiding Labels" (Check your local BOCES film rentals). -View "High Feather-Stan's Secret Episode" Public Broadcasting Service.
	Identify required and optional information found on labels.	-Do Label Strip-Tease-Dairy Council Level 4 Food...Your Choice #18. -Read A Very Good Place to Start worksheet. -Create a label for a product of your choice.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
D. Techniques (Shopping/Selling) 1. location of products 2. coupons 3. advertising/displays 4. special offers 5. door-to-door 6. mail order 7. high pressure 8. peer pressure 9. impulse buying 10. comparative buying 11. others	Explain how businesses and people influence buying choces. Apply comparative shopping skills through simulation activities.	-Use the following materials from: National Dairy Council, 12450 N. Washington Thornton, CO 80241, Ph. 451-7712 Level 4-Exploring the Economics of Living Food, nutrition and consumer issues "Is the Price Right?" #16 "Have I got a deal for you?" #17 "From scratch, a mix or hasty pudding?" #19 -Do "Be a Super Shopper", J. Weston Walsh, Publisher, Box 658, Portland, Maine 04104 -Read "What Are Your Really Paying For?" Co-ed/Forecast, October, 1983, pp. 41-44. Forecast for Home Economics, PO BOx 644, Lyndhurst, NY 07071-9985 -Read "The Great American Cookie Taste Test" Co-ed/Forecast, January, 1984, pp. 12-15. -Read "New Clothes...Should You Buy Them Or Make Them?" Co-ed/Forecast, February, 1984, pp. 26-29. -Read Chapter 7-"Shopping Strategy" Living Today-Oppenheim, Irene, Bennett Publishing Co., Peoria, IL 61615 -Do extra credit activities.

AREA: BEING A CONSUMER
UNIT: SHOPPING SKILLS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
E. Consumer Rights and Responsibilities 1. Courtesy a. handling complaints b. shopping courtesy/ restaurant etiquette c. handling merchandise	Apply knowledge gained through consumer rights activities by preparing a letter of complaint. Demonstrate understanding of courteous shopping and restaurant etiquette.	-Role play receiving a poor meal at a restaurant and what should be done. -Role play complaints and how to handle them -Write a letter of complaint and send it to the company. Discuss responses if any. -Write letters praising companies for good things that have happened and discuss responses. -Role play right and wrong behaviors while shipping in grocery stores, restaurants, fast food places, clothing stores, record shops, etc.
2. Protection a. Agencies/Legislation b. Warranties c. Better Business Bureau d. Small Claims Court	Recognize the relationship between consumer rights and consumer protection agencies.	-Do a People's Court simulation: Students select judge, jury, defendant, plaintiff, and attorneys. Make up a situation and role play it. -Listen to speakers from Better Business Bureau, small claims court. -Have students bring warranties and guarantees from home and compare what they say.
3. Shoplifting	Demonstrate consequences of shoplifting.	-Role play shoplifting and what happens. -Listen to panel of speakers including store owner, police, someone who has been caught, attorney. -Do Case study for shoplifting activity.

"IT'S O.K., SON, EVERYBODY DOES IT"

When Johnny was six years old, he was with his father when they were caught stealing. His father handed the officer a five-dollar bill with his driver's license. "It's O.K., Son," his father said as they drove off, "everybody does it."

When he was nine, his mother took him to his first theater production. The box office man couldn't find any seats until his mother discovered an extra two dollars in her purse. "It's O.K., Kid" she said, "everybody does it."

When he was fifteen, he made right guard on the high school football team. His coach showed him how to block and at the same time grab the opposing end by the shirt so the official couldn't see. "It's O.K., Kid," the coach said "everybody does it."

When he was sixteen, he took his first summer job at the big market. His job was to put the over-ripe tomatoes in the bottom of boxes and the best ones on top where they would show. "It's O.K., Kid," the manager said, "everybody does it."

When he was eighteen, Johnny and a neighbor boy applied for a college scholarship. Johnny was a marginal student. His neighbor was in the upper ten percent of his class, but he coudn't play right guard. Johnny got the assignment. "It's O.K.," they told him, "everybody does it."

When he was nighteen, he was approached by an upper classman who offered the test questions and answers for three dollars. "It's O.K., Kid," he said, "everybody does it."

Johnny was caught and sent home in disgrace. "How could you do this to your mother and me?" his father said. "You never learned anything like this at home." His aunt and uncle were also shocked.

There's one thing the adult world can't stand, it's a kid who cheats...

NAME________________________

DATE________________________

VALUES AUCTION

AUCTION
TODAY

DIRECTIONS: You have $4,000.00 to spend at an auction for values. Write down next to each value what you would be willing to pay. Compare your bids with others in class. The value goes to the highest bidder. If possible hold a values auction in the classroom or with friends. Use play money.

WHAT AM I BID FOR:

________freedom

________high school education

________college education

________marriage

________family

________religious freedom

________working for money

________lots of friends

________one good friend

________respect for parents

________happiness

________being left alone

________fancy car

________service to others

________having everything I want

____________TOTAL

BIRTHDAY BOARD
UNDERSTANDING VALUES EXERCISE

DIRECTIONS:

1. Each student needs a birthday board and 12 small pieces of paper.
2. Student write "socks and underwear" on a small piece of paper and places it on the board any place he/she thinks it fits his/her ranking.
3. Students write choices or place it on the board. Each small paper may be moved around as the choices are written.
4. Lock choice becomes "Design your own".

a. Socks and Underwear

b. Restaurant dinner w/cake, candles

c. Expensive Necessity

d. Card shower

e. Surprise party

f. Hand-made gifts from close friends

g. Full day of all your favorite things

h. Favorite home-cooked meal w/family

i. Shopping spree

j. Ignored

k. Small quiet party

Additions for students

Large poster and decorated locker

Gift certificate or check

Large loud party at your house

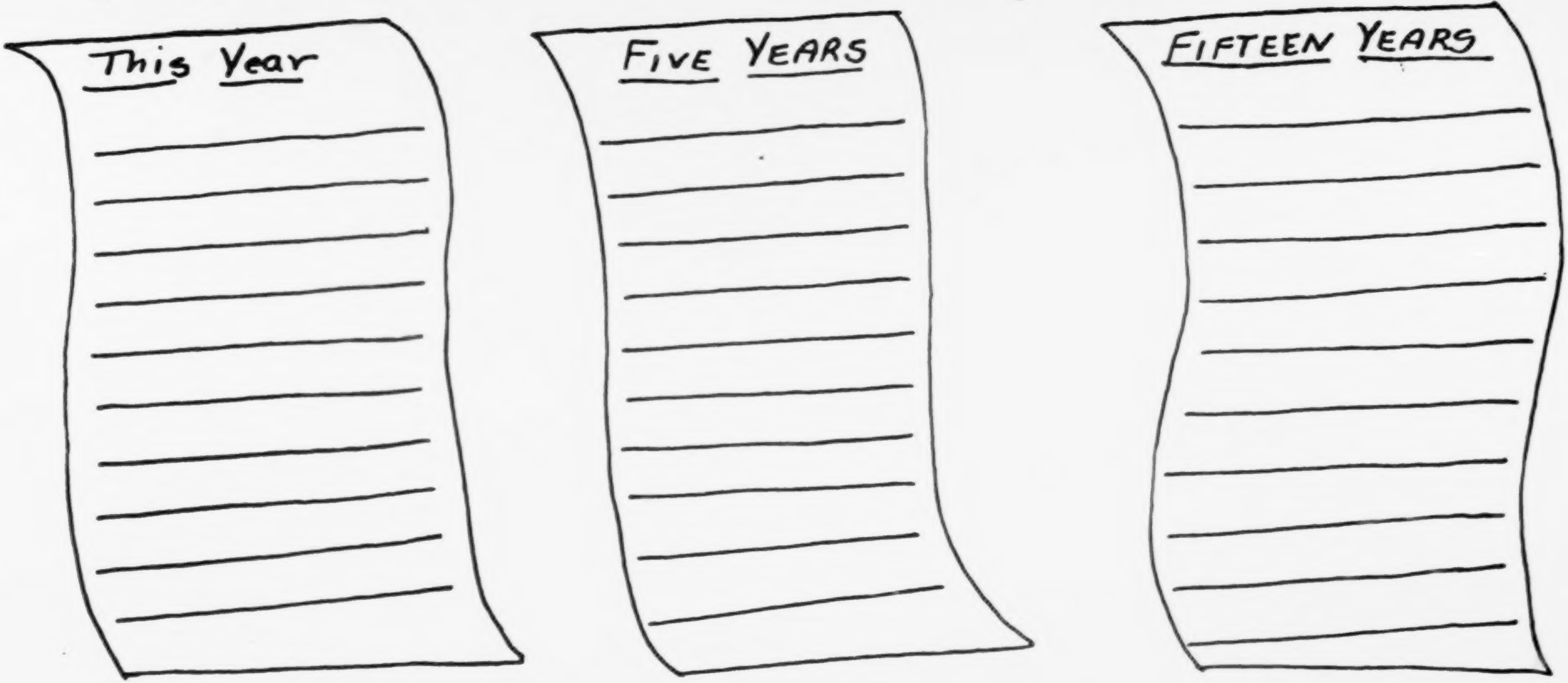
Picnic in the mountains

Can be easily adapted to Holidays, Anniversaries, Freindship qualities

Source: Sidney Simon-University of Massachusetts
Amherst, MA

SHOPPING LISTS OF WANTS

DIRECTIONS: Write the names of the items you would like to own this year, in five years, and in fifteen years Answer the questions at the end of the shopping lists.



1. Compare your list of wants with fellow students. ____________________

2. How do you plan to buy these items? ____________________

3. How have your past experiences influenced what you wont? ____________________

C15

C16

BIRTHDAY BOARD

1	2	3	4
5	6	7	8
9	10	11	12

GOALS GALORE

Look up the definition for the word "goal" in the dictionary. Write the definition of "goal" in your own words.

____

____

Write a personal goal for today. ______________________

____

List the things you will have to do to reach this goal.

(1) ______________________
(2) ______________________
(3) ______________________

(If you complete these tasks, your goal should be met at the end of the day.)

Think back over yesterday. Write a goal (for the day) that you met. ______________________

____

____

Write a goal for the day that you should have met but didn't. ______________

____

What could you have done to help you to meet this goal? ______________________

____

Write a goal for tomorrow. ______________________

____

Write a goal for the week. ______________

____

____

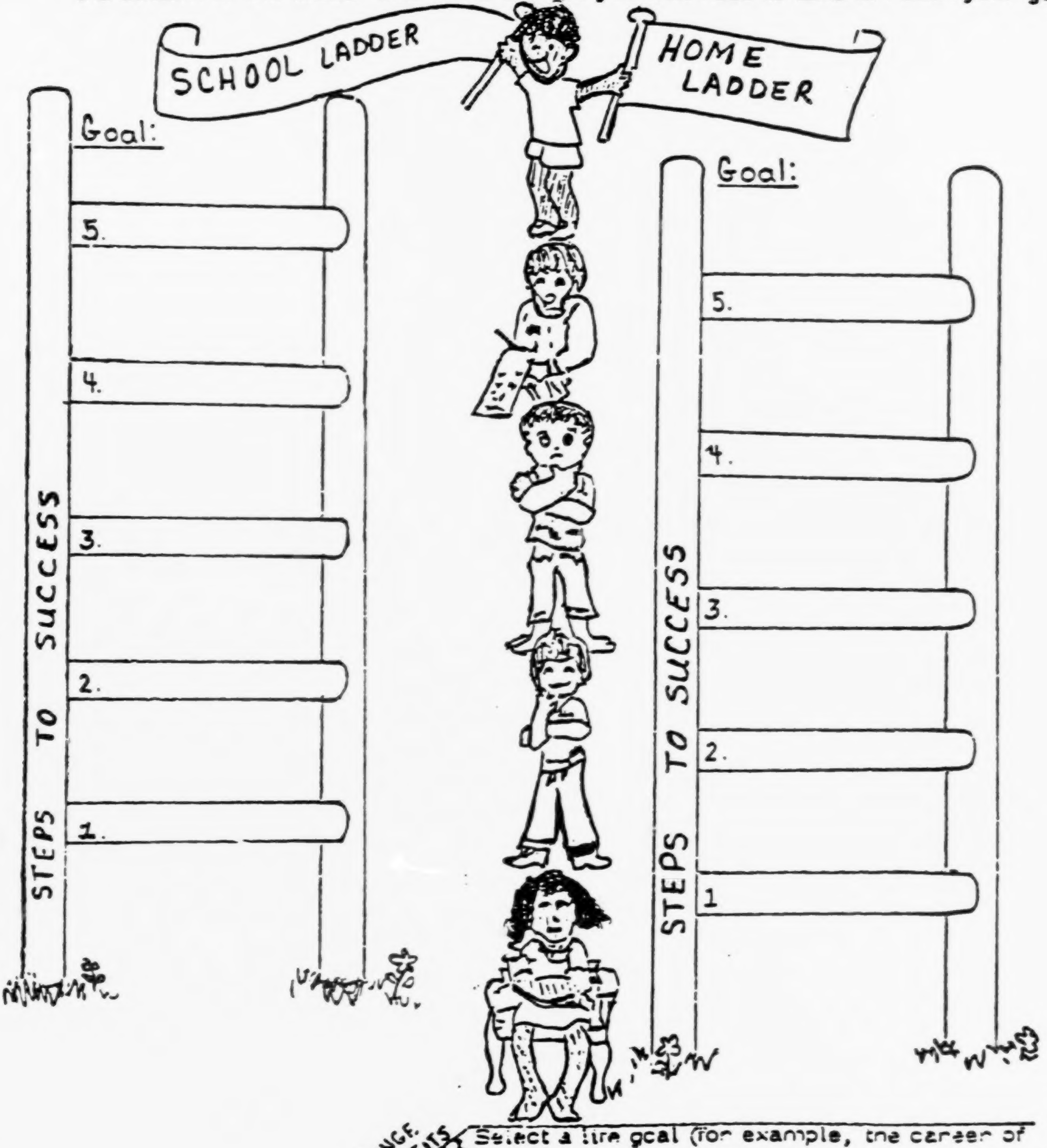
____

FRINGE BENEFITS

Write a personal goal that can be met by the end of the year. List the things you must do to reach this goal.

LADDERS TO SUCCESS

After deciding upon a goal, your next step is planning how to achieve your goal. Practice your planning skills by completing these ladders to success. Select two goals you want to accomplish--one for school and one for home. Start at the bottom of the ladder and list the steps you will need to take to reach your goal.


SCHOOL LADDER
Goal:
5.
4.
3.
2.
1.
STEPS TO SUCCESS
HOME LADDER
Goal:
5.
4.
3.
2.
1
STEPS TO SUCCESS

FRINGE BENEFITS Select a life goal (for example, the career of your choice) and prepare a future "Ladder to Success."

NEWS FLASH

Complete this newspaper article describing something good you've accomplished today. Include a headline for your article and a "picture" of you and your success.

The Daily Sun

YOUR HOMETOWN VOL. 1

• WORLD WIDE NEWS •

HEADLINE:

Today ______________ did a very special
(your name)

thing . . . ______________________________

____

____

____

____

____

____

____

____

____

____

Photo

FRINGE BENEFITS

Write a newspaper article describing an accomplishment you would like to achieve ten years from now.

"Ready, Set, Decide"
(Game)

A Game about the Steps in Decision Making:

This game is played with a jigsaw puzzle. Any number of students can play the game if a sufficient number of puzzles have been constructed in advance of class session.

Game Materials:

1. Two puzzles for each player. (Each player with a group should have different colors.) In advance, construct puzzles by following diagram included at end of game description. To save time, use various colors of paper for duplicating puzzles.

2. Question sheet for each player.

Before the Game:

1. Give each player all the puzzle pieces the same color; one player can have all green pieces, one all yellow, etc.

2. Have players line up their pieces in numerical order, 1 through 6. They should have two pieces for each number--two number 1's, two number 2's, etc.

3. Give each player a question sheet. Have him/her turn it face down.

Rules of Play:

1. As the teacher reads question number 1, each player chooses one of the two pieces with that number as his/her answer. Play continues this way through each of the 6 questions.

2. After the player has answered all 6 questions, he/she puts the pieces together to make a circle. If player has chosen the right answers, the pieces will fit together. If player has chosen wrong answers, the pieces will not make a circle.

3. Players may look at the question sheet and change their answers until they can for a circle.

4. The first player to complete the circle is the winner.

The Questions:

1. The first thing or step in making a decision is ____________________?

2. The next step in making a choice is to consider ____________________?

UNIT 1--DECISION MAKING

Game--"Ready, Set, Decide"
Questions, Cont.

3. A decision is made in terms of your ______________________________?

4. Besides making a decision in terms of answers to question 3, the choice must also be based on ______________________________?

5. A person, to select one of several choices, should secure ______________

____?

6. It is necessary before selecting only one from several choices to consider

____?

Answers:

1. Recognizing and stating the decision to be made.

2. Alternative choices.

3. Personal values and goals.

4. Available resources and parent expectations.

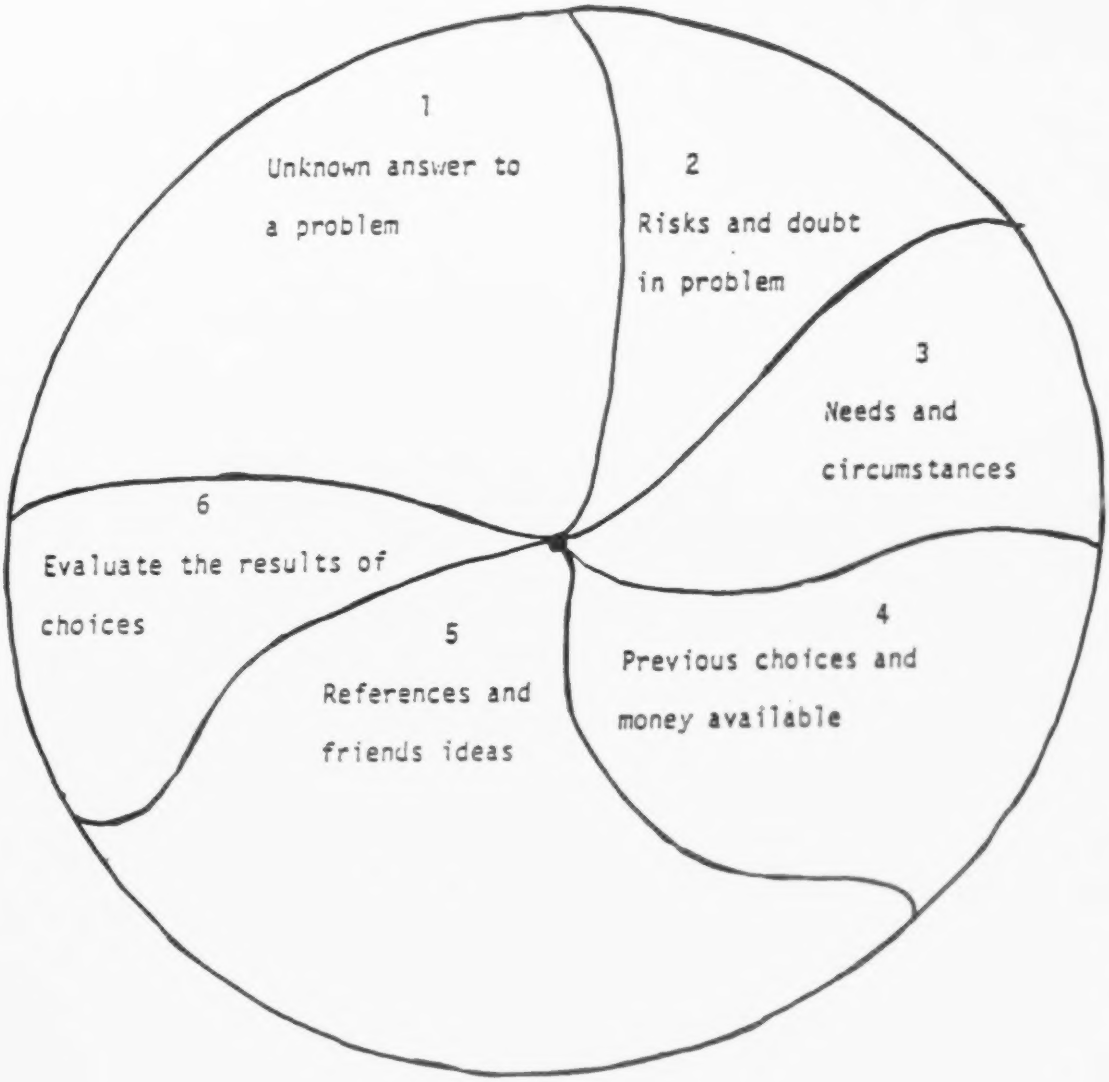
5. Information about the different choices.

6. Advantages and disadvantages of different choices.

Note: "Ready, Set, Decide" was patterned after "Humpty Dumpty," a game about eggs, prepared by the Cooperative Extension Service, Washington State University.

UNIT I--DECISION MAKING (cont.)

Game--"Ready, Set, Decide"


1
Unknown answer to a problem
2
Risks and doubt in problem
3
Needs and circumstances
4
Previous choices and money available
5
References and friends ideas
6
Evaluate the results of choices

THE VALUING PROCESS CHECKLIST

Each time you feel that a value decision should be made, look at the situation and try to identify the needs you are trying to satisfy. No decision is made in a vacuum. Though you may not be aware of it, in the background there is always a need that you are trying to satisfy by making a decision.

To check a decision as representing your values, it is suggested that you put it throught his valuing process.

	Yes	No
1. Have you identified the need or needs that call for you to make a decision?	___	___
2. Are alternative behaviors available to satisfy the need?	___	___
3. Are you free to make a decision?	___	___
4. Have you considered the consequences of each alternative?	___	___
5. Will you prize and esteem your decision?	___	___
6. Will you publicly affirm your decision?	___	___
7. Will you act upon your decision?	___	___
8. Will you repeat your behavior in similar situations?	___	___

If your decision-making successfully passes through all of these steps, then your decision accurately reflects and clearly indicates your values.

Taken from THE NEW MODEL ME

"WHAT SHALL WE BUY?"

Sue and Tom are invited to a birthday party for their friend Bill and are planning to shop for his gift tomorrow after school. They don't know what to buy for him. After pooling their money they have \$3.75. While trying to make a decision, Sue turns on the TV and Tom flips through a magazine. They each get an idea for Bill's gift but decide to ask their parent's opinions. Finally they decide to call Bill's parents to find out what he might like.

They list all of the suggestions and begin to discuss cost, brands, and whether Bill will really like the item. They check the newspapers to confirm prices, compare the different brands, and make a tentative decision.

The next day after school they go to the store which has the best buy and check the product over carefully. They make their selection and have the salesperson wrap the gift.

Directions:

Create a decision ladder with steps in decision making. Give each group a rung from the decision ladder and let them determine the portion of the case study representing their step. As each group discusses their step for the whole class the rungs can be returned to the ladder in numerical order.

Help the students to state the following conclusions:

Decision Making is the process of identifying the problem, seeking alternatives, weighing alternatives, selecting alternatives, and following through.

A person making a purchase considers the need for the item, selections from which to choose, and amount of money available.

Some decisions are better if made by oneself; some are better if discussed with others.

To give students practical life situations to reinforce their understanding of these concepts, use the following technique for application.

Review definition of consumer.

Develop situation (mini case studies) where consumer choices have been made. Build into these situations illustrations of influences on consumer decisions, responsibilities and rights of the consumer, and the role of decision making in the family. Write each situation on a card. Divide the class into small groups and provide each group with 2 or 3 situation cards. As a small group discuss the situations using the following questions, or similar ones, which are placed on the blackboard to guide these discussions.

1. What influenced the consumer's decision?
2. Did the consumer exercise his/her rights?
3. If not, what could he/she have done?
4. Was consumer responsibility shown?
5. Was the decision-making process used?
6. Will the decision affect other members of the family?

NAME________________________________

MONEY $$$$$$$ WHERE DOES IT GO???????

List the last four items you have purchased. Example: snack, record, shampoo, ticket for a movie...

ITEM PURCHASED	AMOUNT SPENT	WAS IT SPENT ON A NEED? A WANT?

CHOOSE ONE ITEM FROM THOSE YOU LISTED ABOVE--draw a circle around it.

For ths item did you consider......

Is this something I needed (in order to live)?

Is this something I wanted (you, not because a parent of friend liked it)?

What other choices could you have made?

How much money did you have to spend? Did you stay within your limit?

Did this item really satisfy a need or a want?
How?

Name____________________

MY SPENDING PLAN

	Now	Next Few Months	Next Few Years
What I Need			
What I Want			

Select one want and one need most important to you.

WANT________________________________ COST____________

NEED________________________________ COST____________

You receive (earn) an allowance of $5 per week. From your allowance you pay: (FIXED EXPENSES)

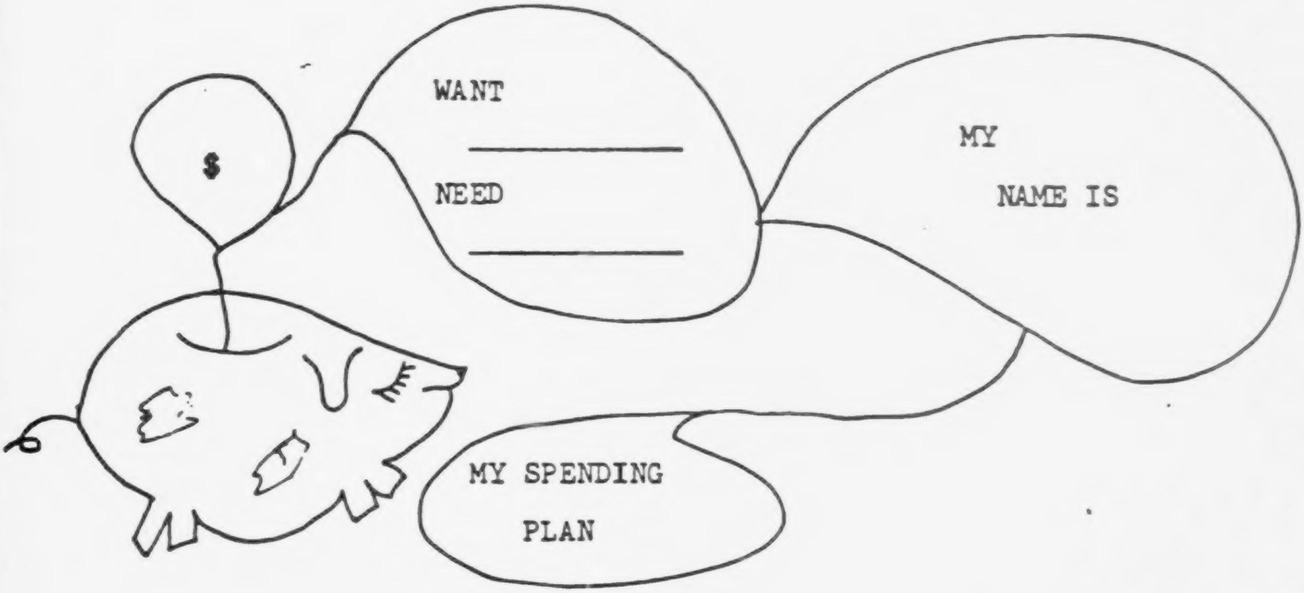
$2.50 per week for school lunch
$ .50 per week to youth group at church or Camp Fire or Scouts.

Your parents expect you to buy from your allowance: (OCCASIONAL EXPENSES)

1. snacks
2. small school supplies
3. entertainment (tickets for movies, basketball, or football games, magazines)
4. grooming supplies

Plan how you will spend your allowance for the next four weeks. Can you satisfy the need and want you listed above?

C27

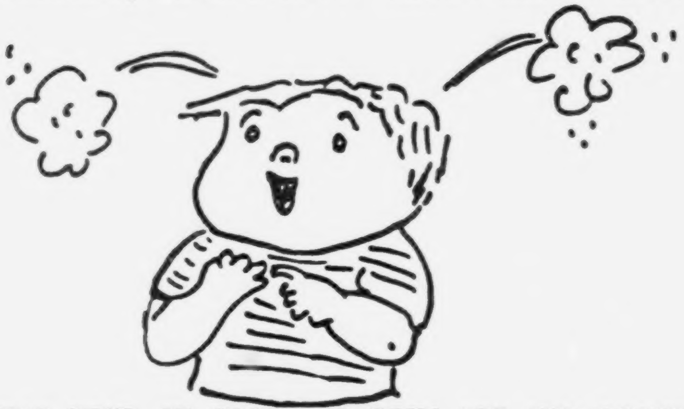

$
WANT ____________
NEED ____________
MY NAME IS
MY SPENDING PLAN

	MONEY SPENT	PURPOSE OF SPENDING	AMOUNT SAVED	PURPOSE OF SAVING
Week 1 $5				
Week 2 $5				
Week 3 $5				
Week 4 $5				
Total Spent	$		Total Saved $	

Did you reach your goal?

Name_________________

DECISIONS, DECISIONS?? WHICH ONE TO BUY??



..........WHAT KIND OF GROOMING ITEM ARE YOU GOING TO BUY?

..........WHY? Is your decision influenced by parents, friends, a TV or magazine ad?

..........WILL THIS ITEM SATISFY A WANT OR A NEED? (identify)

..........Amount of money you have to spend

..........Approximate cost of the item

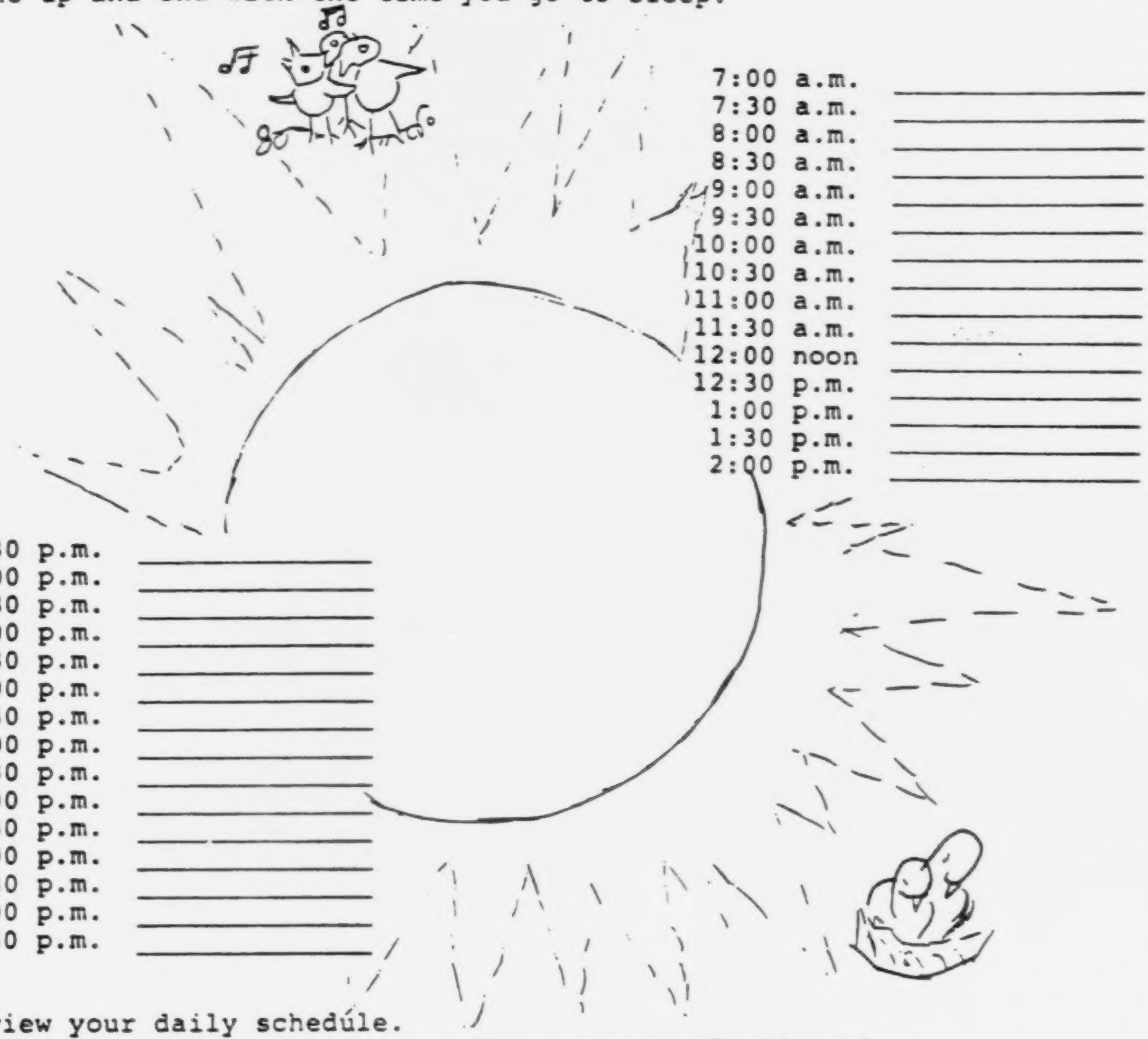
..........WHAT CHOICES DO YOU HAVE? (brands or types)

..........WHAT INFORMATION DO YOU HAVE THAT MAKES YOU BELIEVE THIS IS THE BEST ONE TO BUY?

I AM GOING TO BUY FOR MYSELF:____________________________

ROUTINE ROUND-UP

Make a schedule of what you do during the day. Start with the time you wake up and end with the time you go to sleep.



7:00 a.m. ____________________
7:30 a.m. ____________________
8:00 a.m. ____________________
8:30 a.m. ____________________
9:00 a.m. ____________________
9:30 a.m. ____________________
10:00 a.m. ____________________
10:30 a.m. ____________________
11:00 a.m. ____________________
11:30 a.m. ____________________
12:00 noon ____________________
12:30 p.m. ____________________
1:00 p.m. ____________________
1:30 p.m. ____________________
2:00 p.m. ____________________
2:30 p.m. ____________________
3:00 p.m. ____________________
3:30 p.m. ____________________
4:00 p.m. ____________________
4:30 p.m. ____________________
5:00 p.m. ____________________
5:30 p.m. ____________________
6:00 p.m. ____________________
6:30 p.m. ____________________
7:00 p.m. ____________________
7:30 p.m. ____________________
8:00 p.m. ____________________
8:30 p.m. ____________________
9:00 p.m. ____________________
9:30 p.m. ____________________

Rewiew your daily schedule.
Use a red crayon to check your three most productive times.
Use a green crayon to check your three least productive times.
Think it over. List the changes you need to make in your daily schedule.

____

____

____

NAME________________________________CLASS__________DATE______________

MY RESOURCES

Directions: What are your resourees? You probably have more than you think. Think hard about it and list as many of your resources as you can below.

Me as a resource:

My family as a resource:

My school as a resource:

My community as a resource:

Time as a resource:

Money as a resource:

☐ Maintain tools in good operating condition.

☐ Spend vacations closer to home.

☐ Encourage home and neighborhood activities.

FAMILY AUTOMOBILE

☐ Drive at moderate speed.

☐ Drive smoothly with gradual starts and stops.

☐ Drive slowly for first mile instead of letting car warm up by idling.

☐ Provide proper maintenance; make sure you have well-tuned engine and properly filled tires.

☐ Combine errands by careful planning.

☐ Carpool whenever possible.

LAUNDRY

☐ Use heated water in wash cycle only.

☐ Use good laundry techniques to obtain satisfactory results in one washing process.

☐ Avoid overdrying in clothes dryer.

☐ Sort dryer loads by weight.

☐ Line-dry garments and household items when practical.

☐ Remove items when dryer stops to avoid unnecessary wrinkling, which will require ironing to remove.

☐ Reduce ironing to a minimum by careful selection of garments and household items.

PERSONAL CARE

☐ Minimize hot water used in bathing. Check to see if less water is used in showering than in tub bathing.

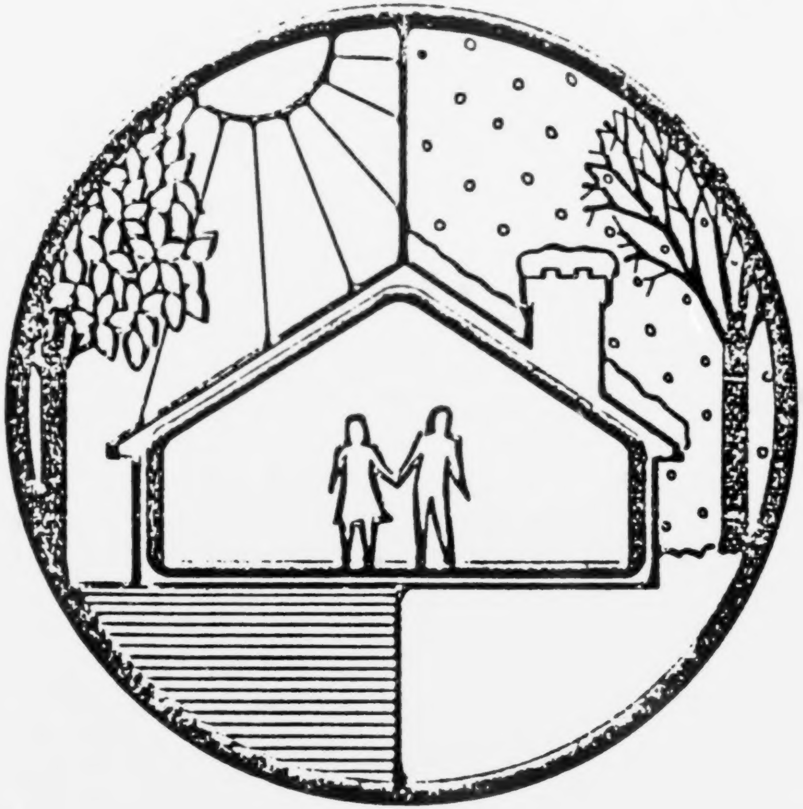
☐ Add a flow restrictor to shower head.

☐ Do not leave water running while shaving or brushing teeth.

41228 3/80 (23 3)

Albertsons

energy management



Energy keeps us warm - or cool and dry. It prepares and stores our food, cleans, transports, illuminates, entertains us, helps provide our incomes, gives us the special lifestyle we have grown used to.

It also takes a greater share of our budgets than it has ever before. Use the following Energy Management Checklist to help start saving energy dollars.

TEMPERATURE CONTROL

☐ Set air-conditioning unit to recirculate cool air instead of pulling in warmer outside air.

☐ Use window and attic fans for cooling during summer months when outside temperature is below temperature in home.

☐ Maintain heating and cooling equipment in good operating condition.

☐ Keep air filters clean for more efficient heating and cooling.

☐ Use kitchen and bathroom exhaust fans only when necessary.

☐ Install an exhaust fan in the attic to remove hot air in the summer.

☐ Close door of attached garage in the winter.

☐ Close damper when fireplace is not in use.

INSULATION

☐ Install storm windows and doors or cover windows with plastic.

☐ Plant or build windbreaking landscape.

☐ Use garage entrance where possible.

FOOD PREPARATION

☐ Use cooking utensils that fit surface unit.

☐ Use tight-fitting lids on cooking utensils, where appropriate.

☐ Preheat oven only for leavened foods.

REFRIGERATOR USE

☐ Avoid opening refrigerator door or holding it open unnecessarily.

☐ Keep grilles and evaporator coils clean.

☐ If cold air is leaking around door, have door adjusted or gasket replaced.

☐ Turn off, empty, clean, and leave refrigerator door open when taking an extended vacation.

DISHWASHING

☐ Accumulate dishes; hold until dishwasher is filled.

☐ Do not let hot water run continuously while washing or rinsing dishes.

☐ Omit dishwasher drying cycle; open the door at the end of rinse cycle.

SEAL AIR LEAKS

☐ Weather-strip doors, windows, and all moveable joints.

☐ Caulk interior cracks.

☐ Seal unused doors.

☐ Cap unused flues and/or chimneys.

PROTECT HOME FROM SUMMER SUN

☐ Plant deciduous trees.

☐ Install a roof overhang to protect windows.

☐ Use awnings or other treatment.

LIGHTING

☐ Turn off unnecessary lights, indoors and out.

☐ Use bulbs with lower wattage in halls, stairways, and other areas of general illumination.

☐ Use light colors in decorating to improve lighting efficiency.

☐ Keep lighting fixtures clean.

HEATING WATER

☐ Insulate long hot water pipes, especially those under the home or those that go through unheated basements or crawl spaces.

☐ Repair leaky faucets.

☐ Maintain regular temperature setting of 110-120 degrees F. (43-49 degrees C) on water heater if automatic dishwasher is not used; 140 degrees F. (60 degrees C) is automatic dishwasher is used

RECREATION AND ENTERTAINMENT

☐ Turn off home entertainment equipment when no one is really watching or listening.

☐ Disconnect or use vacation setting on an instant-on television when you are not going to be using it regularly.

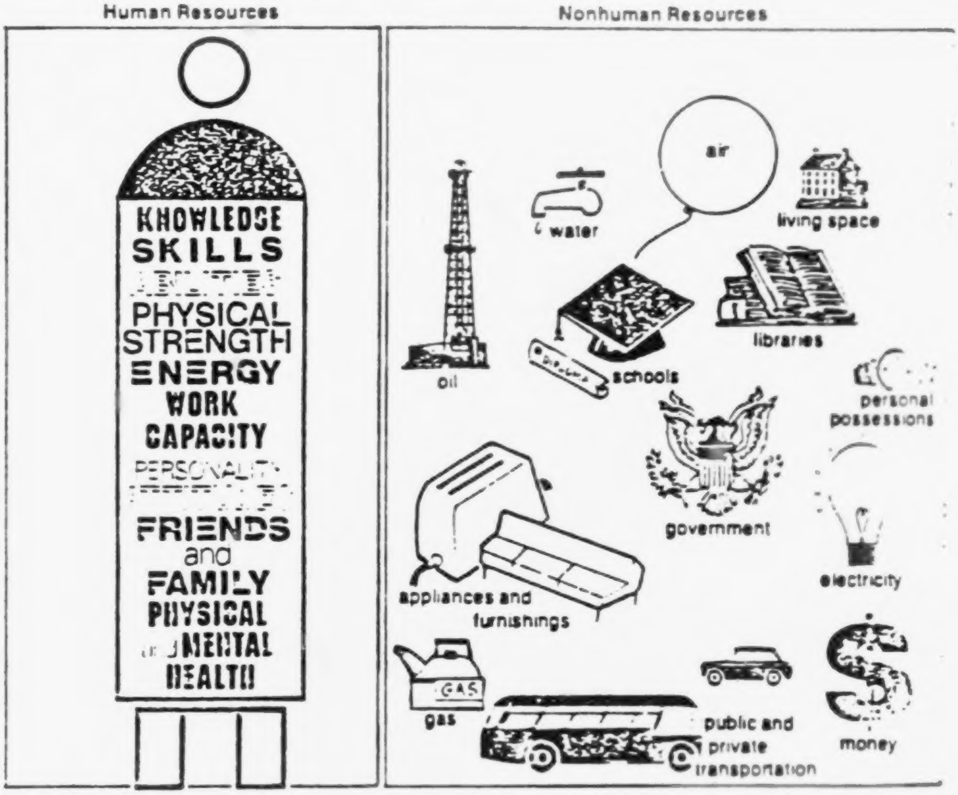
MANAGEMENT OF RESOURCES
9th Home Ec

Carry these problems through the 6 steps of the decision-making process.

1. You have just been given $100 one month before Christmas. How would you use it?
2. You have just received a summer job at Stapleton Airport. How can you get there?
3. How would you use a weekly allowance of $10?
4. You won a prize worth $200 in Dallas, Texas. To receive it, you must pick it up. What would you do?
5. Your parents give you the choice between having your own phone (private phone number) or $25 savings bond per month. Which would you choose?
6. You may own the pet of your choice or a mo-ped? Which would you choose and why?
7. A wealthy relative is giving you a club membership. What kind of club would you choose?
8. When you reach age 18, you can have your own new car, or go to the college of your choice for 2-4 years.
9. You may redecorate your room--$300, or buy a stereo assuming you have none now.
10. You make take flying lessons for a private pilot license or take a trip to Europe for your 18th birthday gift.

Now carry these problems also through the decision-making process.

1. Which household chore do you dislike the most? How could you make it easier and more enjoyable?
2. Your parents are going out of town and you must pick someone with whom you would like to stay for three weeks.
3. Your father has just received a job transfer. He has a choice between moving to Grand Junction, Colorado, or to Omaha, Nebraska. He has asked each family member what they would prefer and why.
4. There is a gas leak in your neighborhood and you have 1/2 hour to pack your most valuable possessions and most needed items in only one suitcase. What would you pack?
5. Your younger 10-year-old sister has had a fight and now wants to make up with her frined. She is asking you for a suggestion.
6. Two people have invited you to the prom in another school. How can you decide with whom to go since you know them each only casually.
7. You just lost $20 or your $50 check. You owe $40--20 on a stereo payment to a department store, $10 to a friend, and $10 for having your cleaning done on clothes you need. What can you do?
8. The band you had contacted for the school dance has just cancelled the day before the dance. What do you do?
9. Your best friend's mother has just died. How can you help?
10. You are considered a bad influence by the parents of one of your good friends. How can you put yourself in a better light with them?


Human Resources
KNOWLEDGE
SKILLS
PHYSICAL
STRENGTH
ENERGY
WORK
CAPACITY
PERSONALITY
FRIENDS
and
FAMILY
PHYSICAL
MENTAL
HEALTH
Nonhuman Resources
air
water
living space
oil
schools
libraries
personal possessions
government
electricity
appliances and furnishings
GAS
gas
public and private transportation
money

Activity

With classmates, brainstorm to list as many human and nonhuman resources as you can think of. Keep the list in a place where you can add to it as you think of more.

GROUP CONSENSUS

We will often be working in groups. so we will need to learn a few skills for group work.

Sometimes I will ask you to come to "group consensus." What does that mean?

The "Problem for NASA" will give us a chance to practice "group consensus."

A Problem for NASA

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the next important item, the number 2 by the second most important, and so on through number 15, the least important.

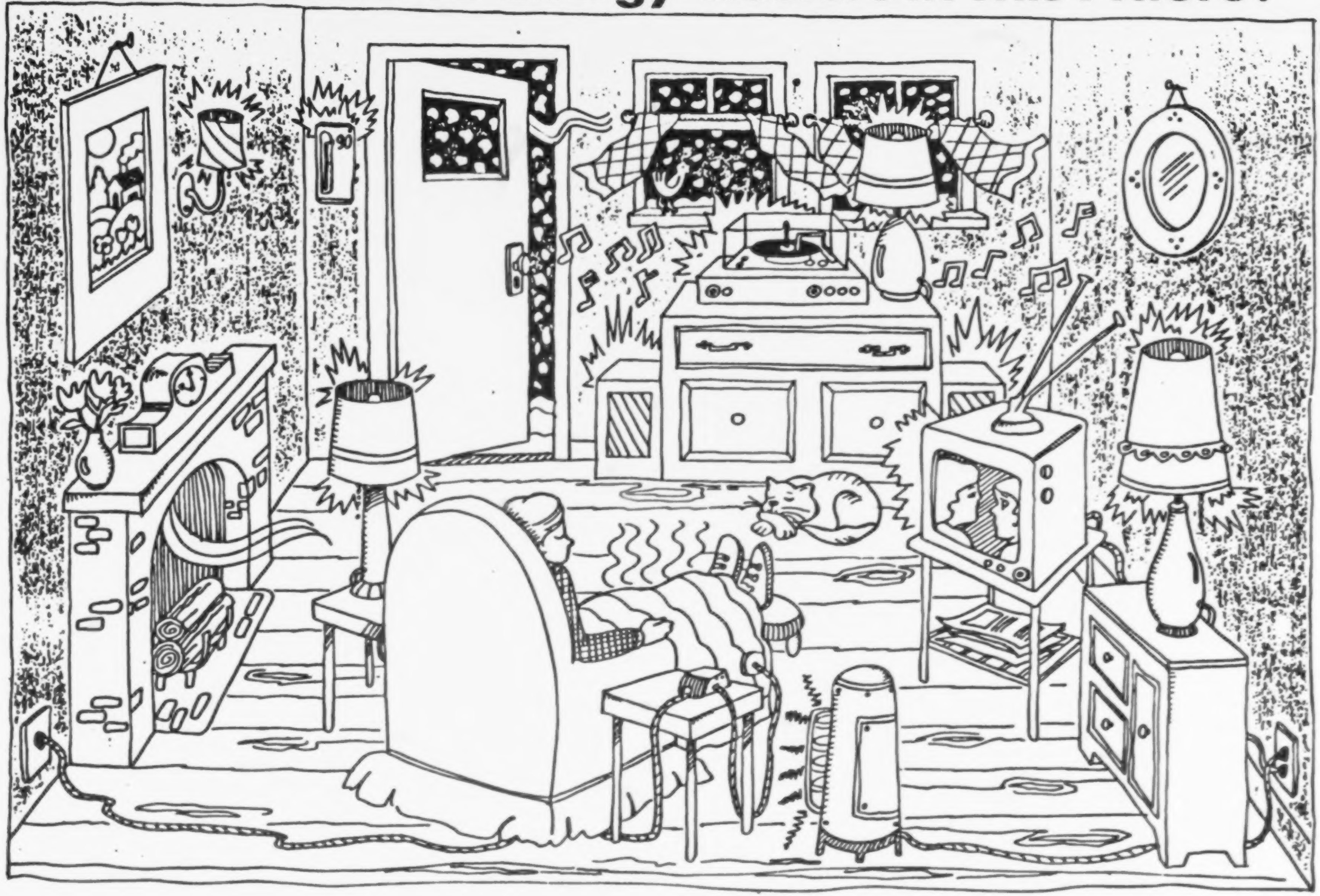
INDIVIDUAL RANKING	GROUP CONCENSUS	
		a. Box of matches
		b. Food concentrate
		c. 50 feet of nylon rope
		d. Parchute silk
		e. Portable heating unit
		f. Two .45 caliber pistols
		g. One case of dehydrated Pet milk
		h. Two 100-pound tanks of oxygen
		i. Stellar map (as seen from the moon)
		j. Life raft
		k. Magnetic compass
		l. Five gallons of water
		m. Signal flares
		n. First aid kit containing injection needles
		o. Solar-powered FM receiver-transmitter

Further instructions: Although this is a group activity, make your individual choices before the group discusses them and reaches a consensus. Group consensus, often difficult to reach, means that the prediction for each of the 15 survival items must be agreed upon be each group member before a part of the group decision. Not everyone will fully agree, but try to make a group decision with which all group members partially agree.

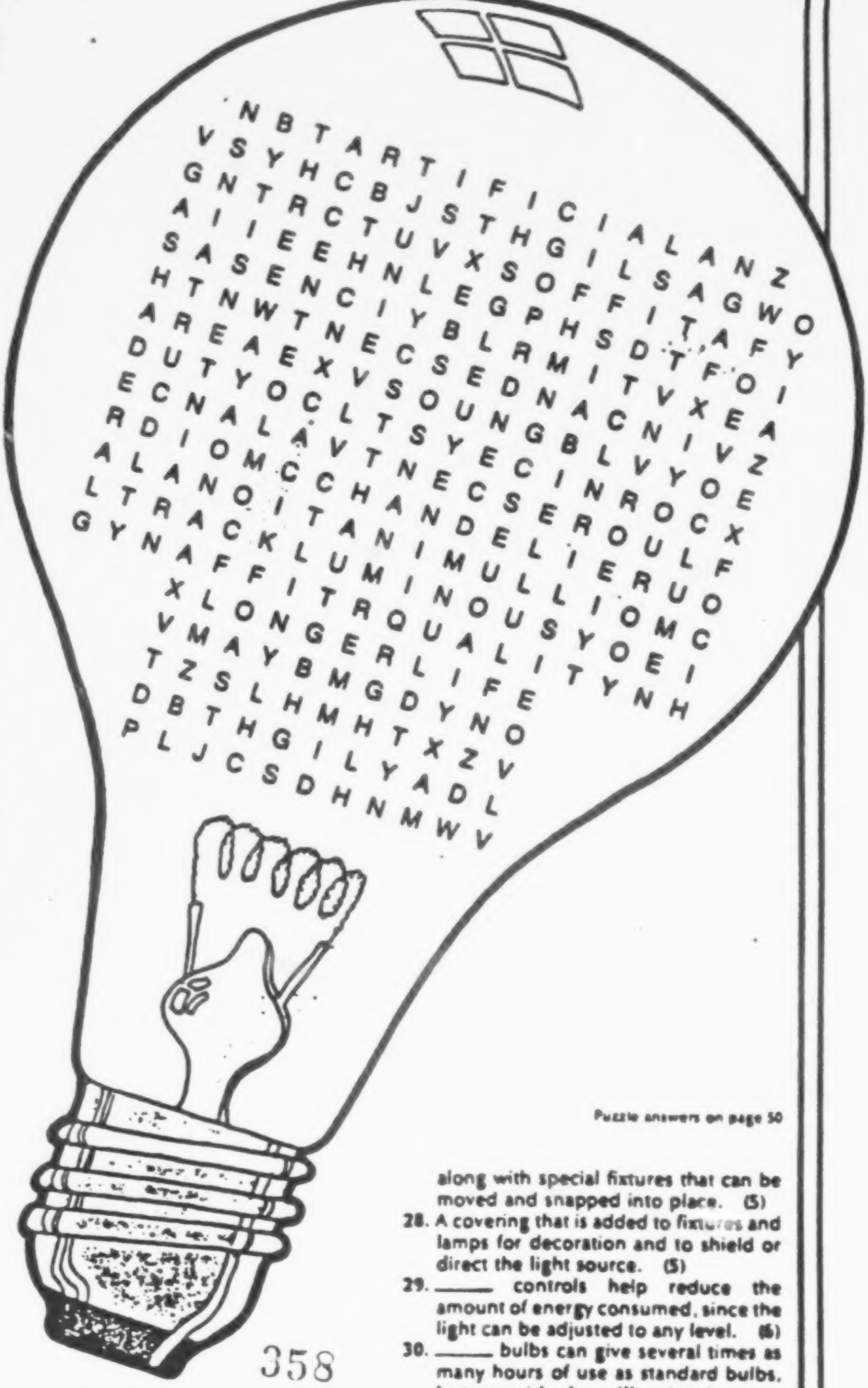
GROUP CONSENSUS-KEY

a. 15 (little or no use on moon)
b. 4 (supply daily food required)
c. 6 (useful in tying injured and climbing)
d. 8 (shelter against sun rays)
e. 13 (useful only if party lands on dark side)
f. 11 (self propulsion devices can be made)
g. 12 (food mixed with water)
h. 1 (fill respiration requirement)
i. 3 (finding directions)
j. 9 (CO2 bottles for self-propulsion)
k. 13 (no magnified poles-useless)
l. 2 (replenishes loss by sweating)
m. 10 (distress call when line of sight possible)
n. 7 (valuable)
o. 5 (distress signal transmitter possible communication with mothership)

Can You Find 10 Energy Wasters In This Picture?

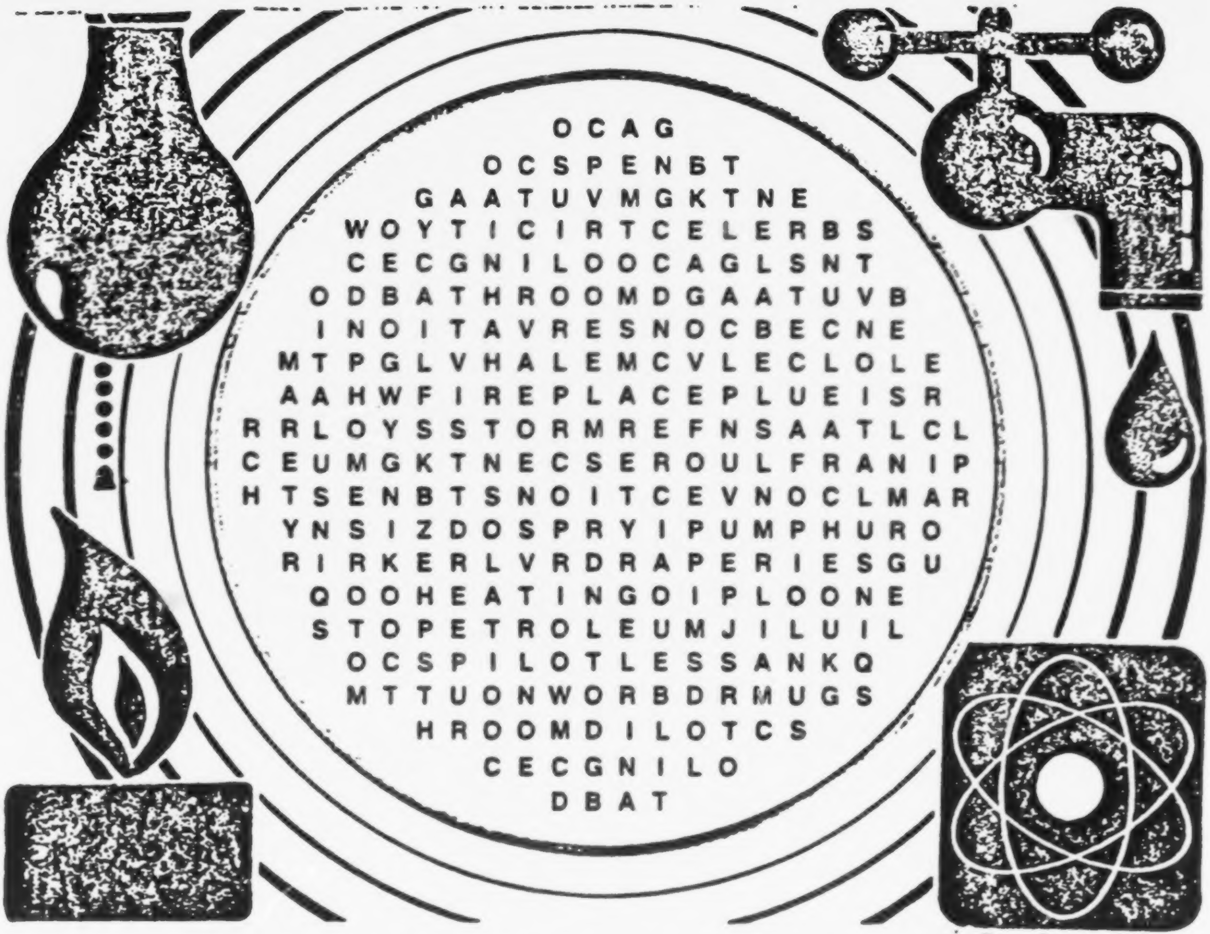


LIGHTING SEARCH


N B T A R T I F I C I A L A N Z
V S Y H C B J S T H G I L S A G W O
G N T R C T U V X S O F F I T A F Y
A I I E E H N L E G P H S D T F O I
S A S E N C I Y B L R M I T V X E A
H T N W T N E C S E D N A C N I V Z
A R E A E X V S O U N G B L V Y O E
D U T Y O C L T S Y E C I N R O C X
E C N A L A V T N E C S E R O U L F
R D I O M C C H A N D E L I E R U O
A L A N O I T A N I M U L L I O M C
L T R A C K L U M I N O U S Y O E I
G Y N A F F I T R Q U A L I T Y N H
X L O N G E R L I F E
V M A Y B M G D Y N O
T Z S L H M H T X Z V
D B T H G I L Y A D L
P L J C S D H N M W V

Puzzle answers on page 50

1. The ______ is printed on every bulb and lists the amount of electricity going into the bulb. (7)
2. ______ and dirt can cause a marked reduction in useful light—as much as 40 percent. (4)
3. ______ light is the type of light source produced by standard bulbs. (12)
4. ______ tubes produce light from the action of ultraviolet or other forms of energy on phosphorus. (11)
5. A ceiling-hung fixture that has several branches or arms. (10)
6. Amount of light given off in an area. (12)
7. Bright, irritating light that reaches the eyes directly from a light source, or reflected off a shiny surface, causing discomfort. (5)
8. A type of lamp made of colored pieces of cut glass held together with leading. (7)
9. Good ______ lighting features little glare and no dark shadows. (7)
10. ______ and light work together to provide man with sight. (4)
11. Natural light that comes into the home through windows and sky lights. (8)
12. Incandescent and fluorescent lamps are two sources of ______ light. (10)
13. A portable ______ can be moved from one place to another, since it is not permanently attached to any surface. (4)
14. ______ and draperies may cut off 75 percent of natural light. (8)
15. An incandescent lamp is also known as a light ______. (4)
16. High-______ lamps have a long life span and provide bright light focused on a small area. (9)
17. A heading over draperies which shields the light source and directs light upward and downward. (7)
18. A lighted ______ is installed on the ceiling adjoining the wall. All of the light is directed downward to give dramatic interest to wallcoverings, draperies, etc. (7)
19. A bathroom or dressing room ______ is made to light the face. Also found under kitchen cabinets. Light is directed downward. (6)
20. ______ ceilings are desirable for kitchens and baths since they give a feeling of spaciousness and provide a great deal of light. (8)
21. ______ directs all light to the ceiling. An inefficient form of lighting used only with light-colored ceilings. (4)
22. ______ lighting is a fairly recent development in which fixtures are installed in the ceiling. (8)
23. ______ bulbs can supply low light, medium light, or high-level illumination with just the flick of a switch. (8)
24. Lighting used mostly outdoors for driveways, gardens, patios, and around swimming pools; gives a soft glow and a nostalgic feeling. (9)
25. Light travels in a straight ______. (4)
26. ______ lighting is directional; emphasizes a particular object or area. (6)
27. A metal rod that is affixed to the ceiling along with special fixtures that can be moved and snapped into place. (5)
28. A covering that is added to fixtures and lamps for decoration and to shield or direct the light source. (5)
29. ______ controls help reduce the amount of energy consumed, since the light can be adjusted to any level. (6)
30. ______ bulbs can give several times as many hours of use as standard bulbs, but provide less illumination per watt. (10)
31. Always turn ______ the lights when you leave a room, even if you'll only be gone for a brief time. (3)
32. Unit of luminous output. The amount of light that is spread over a square foot of surface by one candle when all parts of the surface are exactly one foot from the one-candle light source. (5)



O C A G
O C S P E N B T
G A A T U V M G K T N E
W O Y T I C I R T C E L E R B S
C E C G N I L O O C A G L S N T
O D B A T H R O O M D G A A T U V B
I N O I T A V R E S N O C B E C N E
M T P G L V H A L E M C V L E C L O L E
A A H W F I R E P L A C E P L U E I S R
R R L O Y S S T O R M R E F N S A A T L C L
C E U M G K T N E C S E R O U L F R A N I P
H T S E N B T S N O I T C E V N O C L M A R
Y N S I Z D O S P R Y I P U M P H U R O
R I R K E R L V R D R A P E R I E S G U
Q O O H E A T I N G O I P L O O N E
S T O P E T R O L E U M J I L U I L
O C S P I L O T L E S S A N K Q
M T T U O N W O R B D R M U G S
H R O O M D I L O T C S
C E C G N I L O
D B A T

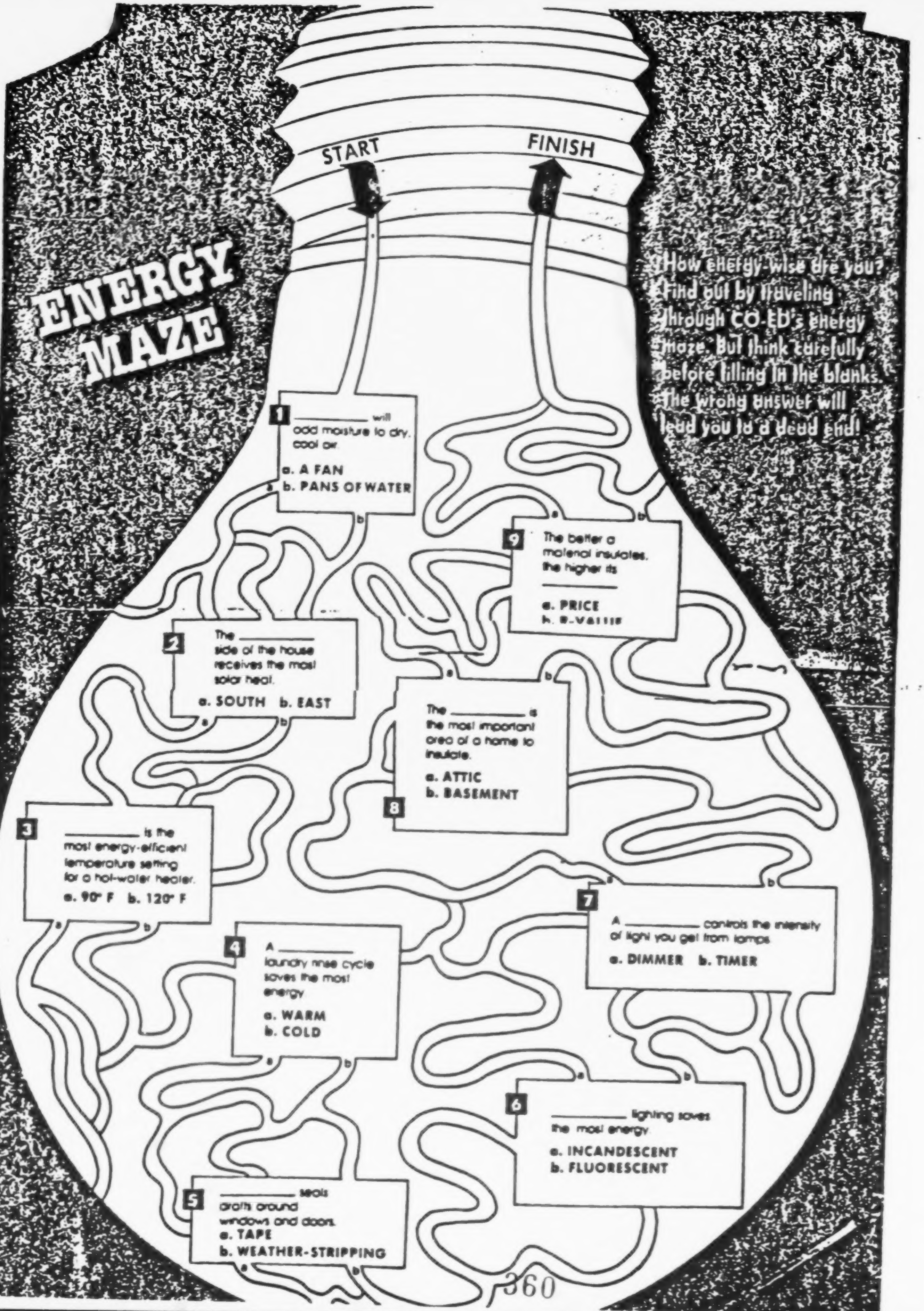
ENERGY SEARCH

1. _____, coupled with emphasis on developing new energy resources, offers the most reasonable approach to the energy problem. (12)
2. _____ is a more costly form of energy than gas or oil when used for heating and cooling. (11)
3. Almost 20 percent of all energy consumed in the United States is used in our _____. (5)
4. Fossil fuels include oil, natural gas, and _____. (4)
5. The primary source of energy that meets the greatest percent of the U.S. demand is _____ (crude oil). (9)
6. Almost one _____ of the crude oil used in this country is imported. (4)
7. _____energy can help conserve our natural resources, but the construction of such plants has been slowed due to environmental objections. (7)
8. _____ energy (based on energy from the sun) doesn't pollute, offers free BTUs, but is not yet an economically practical source for heating our homes. (5)
9. In the home, the greatest amount of energy is used for _____ and _____. (7, 7)
10. _____ and refrigeration appliances are the third largest users of household energy. (7)
11. The deliberate decrease of voltage (power) supplied by electric companies when demand for power exceeds generating capacity causes a _____. (8)
12. Energy _____ will soon appear on all appliances providing such information as estimated average cost plus costs for comparable products. (6)
13. Gas ranges with _____ ignition can cut energy use up to 30 percent. (9)
14. Small _____-driven appliances do not use a lot of energy. (5)
15. _____ovens use forced hot air and cook more quickly than conventional ovens. (10)
16. _____ lights are three to five times more efficient than incandescent bulbs, and last seven to 10 times longer. (11)
17. _____ is an indication of how efficiently an appliance uses energy. (This rating has been used on air conditioning labels for the last few years.) (3)
18. A heat _____ can extract heat from the outside winter air and deliver it to the inside. It can also work in reverse as a standard air conditioner. (4)
19. _____ provide added insulation for windows and help control solar heat and glare in every season and climate. (9)
20. Proper _____ can reduce the workload of heating and cooling equipment by as much as 20 to 30 percent. (10)
21. _____ stripping all doors and windows so they fit snugly in their frames can save energy by reducing the rate of air infiltration. (7)
22. _____ windows create an air space between themselves and the existing window and can trap half the heat that normally passes through windows. (5)
23. The room that uses 73.7 percent of the water in the home is the _____. (8)
24. Leaking _____ waste a lot of water. One drop per second adds up to 700 gallons a year. (7)

C

ENERGY MAZE

How energy-wise are you? Find out by traveling through CO-ED's energy maze. But think carefully before filling in the blanks. The wrong answer will lead you to a dead end!



1 ________ will add moisture to dry, cool air.
a. A FAN
b. PANS OF WATER

2 The ________ side of the house receives the most solar heat.
a. SOUTH b. EAST

3 ________ is the most energy-efficient temperature setting for a hot-water heater.
a. 90° F b. 120° F

4 A ________ laundry rinse cycle saves the most energy.
a. WARM
b. COLD

5 ________ seals drafts around windows and doors.
a. TAPE
b. WEATHER-STRIPPING

6 ________ lighting saves the most energy.
a. INCANDESCENT
b. FLUORESCENT

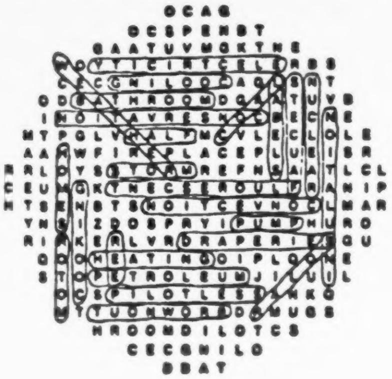
7 A ________ controls the intensity of light you get from lamps.
a. DIMMER b. TIMER

8 The ________ is the most important area of a home to insulate.
a. ATTIC
b. BASEMENT

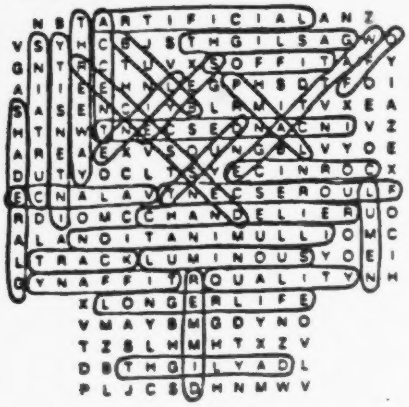
9 The better a material insulates, the higher its ________
a. PRICE
b. R-VALUE

SOLUTIONS TO PUZZLES

ENERGY: 1. conservation, 2. electricity, 3. homes, 4. coal, 5. petroleum, 6. half, 7. nuclear, 8. solar, 9. heating, cooling, 10. cooking, 11. brownout, 12. labels, 13. pilotless, 14. motor, 15. convection, 16. fluorescent, 17. EER, 18. pump, 19. draperies, 20. insulation, 21. weather, 22. storm, 23. bathroom, 24. faucets.



LIGHTING: 1. wattage, 2. dust, 3. incandescent, 4. fluorescent, 5. chandelier, 6. illumination, 7. glare, 8. tiffany, 9. quality, 10. eyes, 11. daylight, 12. artificial, 13. lamp, 14. curtains, 15. bulb, 16. intensity, 17. valence, 18. cornice, 19. soffit, 20. luminous, 21. cove, 22. recessed, 23. three-way, 24. gaslight, 25. line, 26. accent, 27. track, 28. shade, 29. dimmer, 30. longer-life, 31. off, 32. lumen.



CAN YOU FIND 10 ENERGY WASTERS IN THIS PICTURE?

On page 6 of this Teaching Guide is a student activity entitled "Can You Find 10 Energy Wasters In This Picture?" Here are the answers.

1. There are no heavy curtains on windows.
2. The windows are open.
3. The thermostat is set at 90 degrees.
4. The front door is open.
5. There are no doors on the fireplace to prevent drafts.
6. All the lights are on.
7. The television and stereo are on at the same time.
8. The teenager is using an electric blanket.
9. There is no carpeting on the floor.
10. The portable heater is on.

ADVERTISING INFORMATION SHEET

The people who write advertisements are very clever. They are specialists in this type of work. First, they find out who buys the products that they are trying to sell. Little children, teenagers, and adults are all interested in different products. Each of these groups of people is a different MARKET. Each group may watch TV at different times and read different magazines. Advertisers decide on the best times and places for their ads by studying their market.

Once the adverstisers know their market they can also decide how to interest that market in their products. For instance, many games are bought by young people. Advertisers show people having fun with others. Most young people want to have friends, be liked by others, and have fun. So the advertisers hope that this will encourage people to buy their games.

Advertisements for grooming supplies are often based on the notion that people want other people to like them. You don't want to smell unpleasant, or look unattractive. So advertisers capitalize on this.

Advertisers also try to influence consumers to ask for certain kinds of products or BRANDS. This is particularly important when the products of different manufacturers are very similar. Soda producers advertise a lot to make people think one brand is better than another. They hint that perhaps their soda tasts better or has some secret formula that makes it better. Such EXAGGERATIONS may make consumers think that one brand is the best, and want to always buy that one.

Advertising is very INFLUENTIAL on our spending. We must learn to read and listen carefully to understand how and why it makes us busy.

DO YOU KNOW WHAT THESE WORDS MEAN?

advertiser
appeal
brand
exaggeration
influential
market
product

ADVERTISING ACTIVITIES

1. Name three different groups of people who buy products. Find at least 5 ads from newspapers or magazines that appeal to each of these groups. Make a bulletin board, booklet, or poster showing these three market groups and the ads that might appeal to them. Under each advertisement label the type of appeal that the ad is using, such as the need to be liked by others.

2. Select two different kinds of TV or radio shows, such as a musical program or a play, or a ball game. Make a list of the products advertised during the program. Then answer these questions.

    a. Who do you think listens to each of these programs?
    b. What kinds of products were advertised on each program?
    c. Why did the advertisers pick that program for their ads?

3. Count the number of advertisements on five pages of a magazine or newspaper. Compare your findings with that of your friends. Make a chart showing how many ads each paper or magazine had per page.

4. Get together with two or three classmates and write a TV ad. Then present it to your class. To whom is this ad directed? When and where would you suggest that it be used?

5. Bring two things to school, such as cereal or a deodorant. Tell why you or your family bought these brands.

6. Collect as many advertisements as you can for one product, such as toothpaste, dog food, shampoo, or potato chips. Ask your friends to help you. Then compare how the ads for different brands differ. If you were going shopping what would be most important to you in selecting this item? Does the ad tell what is important to you?

7. Name some games and give-aways that are used to sell products. Do you think that these help to sell products? If so, why? Is this a way that you like to see products promoted?

CONSUMERS' FIND-A-WORD

B F A S P Q F A M I L Y X W I N K Y C E F G

U D H K A E S F O O D M R C A E T B C Q G E

S O B N E N F I N F O M E D O I D W J Y O G

E H I E K L M O E T U V O P L G A N O T A L

N O C E A D S N Y M O T F I L E B O B W L P

A C E D F G J O B D F A B I M P G H V I S N

B N P A D V E R T I S I N G P D A E A R N W

F R I E N D L D S P S A T I S F Y R P Q E I

I S D E C I S I O N N I T W S O G N E E D P

H E A R D B D C O N S U M E R O G S E P T S

B A J S H A M P O O C O S O A P A W E I G A

W O R D I N S B O D E C L O T H I N G I L F

S H E L T E R A R E S O U R C E S T I N G E

M A L C R I G H T S T E P R O T A W O J M T

G R O O M I N G D S A I V A C H O O S E N Y

Q E C O N S U M E R S P O I T N F O V E I W

Can you find these words:

RESPONSIBILITY
SOAP
USE
HEARD
DECISION
FAMILY

GOALS
CLOTHING
CHOOSE
JOB
RESOURCE
ADVERTISING
MONEY

SAFETY
CONSUMER
NEED
SHELTER
SATISFY

GROOMING
FRIEND
EARN
FILE
FOOD
RIGHT

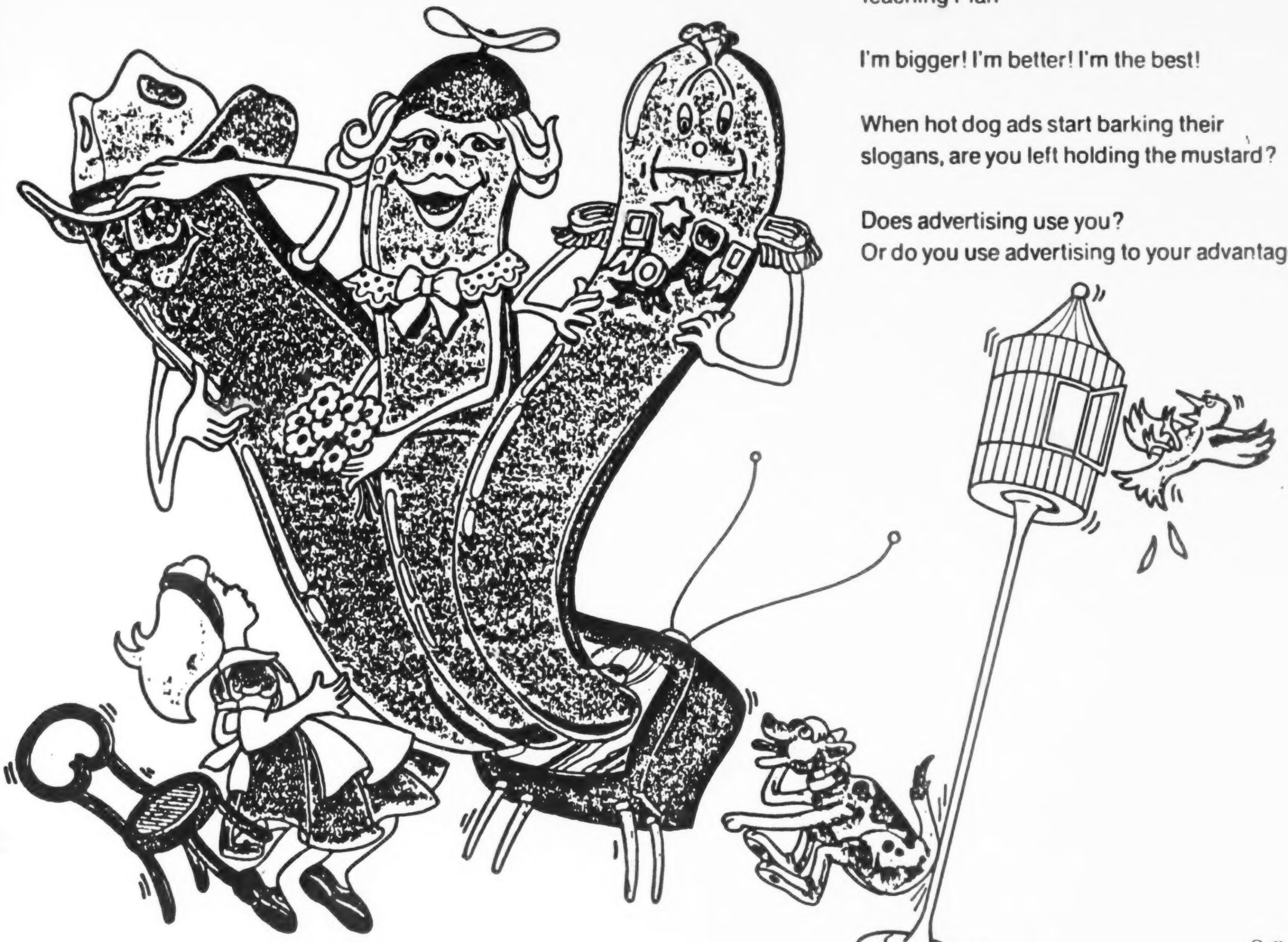
[illegible]

Teaching Plan

I'm bigger! I'm better! I'm the best!

When hot dog ads start barking their slogans, are you left holding the mustard?

Does advertising use you?
Or do you use advertising to your advantage?



C45

Activity Synopsis

Students examine several hot dog ads to identify advertising techniques used to influence buying habits.

After learning how to "read between the lines," or in this case "between the buns," students recognize how advertising can be used to make wise purchases.

Activity Outcome

After completing this activity, the student will be able to identify influences of mass media (advertisements) on food choices.

Activity Terminology

- **Band wagon**
- **Comparison**
- **Generalities**
- **Parity products**
- **Positioning**
- **Reward**
- **Special ingredient**
- **Testimonial**
- **Transfer**

Estimated Teaching Time

One class period (approximately 40-55 minutes)

Teaching Materials

Teacher:

- **Big Deals** mini-poster
- **Bleacher Bums** mini-poster
- **Forti-Franks** mini-poster
- **Grandma Barker's Hot Dogs** mini-poster
- **Happy Dogs** mini-poster
- **Le Hot Dog** mini-poster
- **Liberty Dogs** mini-poster

Each Student:

- **Which Is Wurst?** worksheet

Advance Preparation

- Duplicate copies of the **Which Is Wurst?** worksheet.
- Display the 7 mini-posters around the classroom. Position them in such a way that groups of students can easily move from ad to ad without creating a traffic jam.
- There are 2 ways to introduce this activity. Select either step 1 or step 2.

Teaching Plan

1. Set the stage for this activity by asking for the class's help in selecting hot dogs for a family reunion (or barbeque or teachers' picnic).

   Explain that you have to buy dozens of hot dogs so you want to choose the best brand.

2. Or tell the class that you just received a note from the school lunch manager requesting the class's help in selecting a brand of hot dogs to be served in the school cafeteria (or at football/basketball games).

3. Let the class know that 7 different hot dog manufacturers have sent in their ads, which have been posted around the classroom.

   Their task, using the ads as their guide, is to choose the brand of hot dogs they think is best.

Comparing the Ads

4. Divide the students equally among the 7 ads. Explain that they will be given an opportunity to read each of the ads before they have to make their recommendations.

   Tell students that they cannot talk or comment to the other students in their group during the ad-reading time.

5. Give the groups 1-2 minutes to look at each ad. Have the groups move in a clockwise fashion from ad to ad, until all groups have had an opportunity to read each ad.

6. When each group has seen all the ads, give the students a few minutes to silently walk around and recheck the ads before they make their final selections.

7. When everyone has had an opportunity to make a selection, tell them that, on the count of 3, they should go and stand by the ad they like best.

8. Ask students to share their reasons for choosing the brand with the other students standing by the same ad.

   Note: If only 2-3 brands are chosen, divide students into smaller groups to facilitate the sharing process

9. Move from ad to ad and ask the students who chose that brand what they found appealing about the advertisement.

Once an ad is discussed, that group of students can return to their seats.

10. Once everyone is seated, ask the class:

- What didn't you like about the ad(s) that nobody selected?
- Do any of the ads appeal to only 1 sex?
- What about it turns the other sex off?
- What age group(s) would an ad like Happy Dogs appeal to?
- How about Grandma Barker's?
- Do you think any of these ads were designed specifically for teenagers?
- Which ad(s)?
- Why?

Discussing Advertising

11. Give a brief lecture on advertising, covering the following key points:

- The major purpose of advertising is to sell a product.
- Manufacturers spend billions of dollars every year on advertising to convince consumers that their brands are special, unique, or better than other brands.
- Much of this advertising is aimed at the teenage market.
- Advertising has a powerful influence over what people buy.
- And advertising is designed to appeal to some of our most basic needs and desires.

12. Point to the hot dog ads. Explain that some people might consider hot dogs a parity product. (Write "parity product" on the chalkboard.)

A parity product is a product in which there is little or no difference between 1 brand and another.

13. Ask students to name other types of parity products. *Answers might include: soft drinks, shampoos, detergent, soap, blue jeans, gasoline.*

14. Go on to explain that, when dealing with parity products, advertisers have to search to carve out an identity or image for themselves. This is called positioning. (Write "positioning" on the chalkboard.)

Explain that advertisers use a variety of techniques to position a product. Although some people might consider each of the 7 hot dogs as being very similar, each ad tries to create a special position (or image) for the brand. Each presents the hot dog in a different way.

Focusing on Advertising Techniques

15. Point again to the hot dog ads. Explain that each ad represents a different advertising appeal. Each ad attempts to get people to identify with its image.

16. Distribute a copy of the **Which Is Wurst?** worksheet to each student. Review the advertising techniques listed with the class.

17. Tell the students that their task is to list the brands of hot dogs beside the advertising technique used. Let them know that an ad might use more than 1 technique.

Give them 5-10 minutes to complete the worksheet.

18. When students are finished, go from ad to ad and ask students to share the techniques they felt that ad used. (Possible answers are included below.) Also ask them some of the questions listed below.

Happy Dogs

Technique:

- Generalities (says absolutely nothing about the product)

Questions:

- Would you buy a product, like Happy Dogs, that you knew absolutely nothing about?
- Why or why not?

Bleacher Bums

Techniques:

- Band wagon (everyone in the crowd has a hot dog)
- Testimonial (authorized by the Major Leagues)

Questions:

- How many of you have ever had a hot dog at a major league baseball game?
- Was it good?
- Would you buy that same brand if it was available in the grocery store?
- Do you think Bleacher Bums paid the Major Leagues to make their brand the officially authorized hot dog?

Forti-Franks

Techniques:

- Special ingredient (fortified with vitamins A and C)
- Transfer (uses impressive nutrition terminology)

Questions:

- Forti-Franks have been fortified with vitamins A and C. Do you think adding these 2 nutrients to hot dogs was necessary?
- Do manufacturers need to fortify meats with vitamins A and C in order to provide enough of these nutrients in our diets?
- Can you think of any other products that mention that they are fortified with essential nutrients in their ads? *Cereal products, some snack items, fruit drinks.*
- Do you care if 1 brand supplies more nutrients than another brand?
- Does the use of nutrition information in an ad appeal to you?
- Or do you find those types of ads boring?

Le Hot Dog

Techniques:

- Testimonial (presented by a fashionable woman)
- Comparison (world's most expensive hot dog)

Questions:

- You might say this ad is "putting on the dog." Do you usually associate hot dogs with formal social occasions?
- Will serving Le Hot Dogs to your friends make them think you are classy like the woman in the ad?

—For that matter, what do you know about the woman in the ad?

—Is she a hot dog connoisseur?

—Or even a good cook?

—Are Le Hot Dogs the best-tasting frankfurters just because they are the most expensive?

Liberty Dogs

Technique:

—Band wagon (America's number 1 hot dog)

Questions:

—Liberty Dogs couldn't claim they were number 1 if they weren't the top seller, because government regulations require advertisers to prove their claims. Are Liberty Dogs number 1 because they taste the best?

—Or because they're the cheapest?

—Or because they're the only brand of hot dog sold nationwide?

Big Deals

Technique:

—Reward (coupon for free buns)

Questions:

—Have you ever bought something just because it was on sale and you couldn't pass up a bargain?

—Did you ever find that that bargain wasn't really a bargain because you didn't need it?

—Or you didn't like it once you got it home?

—How many times have you compared prices and found that the "bargain" item was actually higher in price than some of its competitors?

Grandma Barker's Hot Dogs

Techniques:

—Generalities (again, says nothing about the product)

—Transfer (background gives it an old-fashioned image)

Questions:

—When you look at this ad, what does it bring to mind?

—Old-fashioned, down-on-the-farm goodness?

—Have you ever heard of Grandma Barker before?

—Does she have a reputation for making good hot dogs?

—How old do you think her recipe is?

—If the ad had a futuristic space kitchen in the background, do you think Grandma Barker's would have the same image?

19. Pose the following situation to the class:

—Let's say the glamorous woman in the ad convinced you to buy Le Hot Dogs.

—You bought a package, took it home, and fixed a hot dog.

—You took a bite and spit it out.

—It was the worst hot dog you had ever tasted.

—You threw away the rest of the package.

20. Ask students:

—Would you buy Le Hot Dogs again?

—Why not? It's the most expensive hot dog. Don't you and your friends deserve the best?

21. Make the point that:

—Regardless of how convincing advertising is, consumers are not going to purchase a product again if they weren't satisfied with it.

—Advertising alone does not sell a product.

—The product itself determines whether the consumer will make repeat purchases.

22. End the session by explaining that:

—Consumers can make advertising work to their advantage.

—Advertising lets people know different products exist.

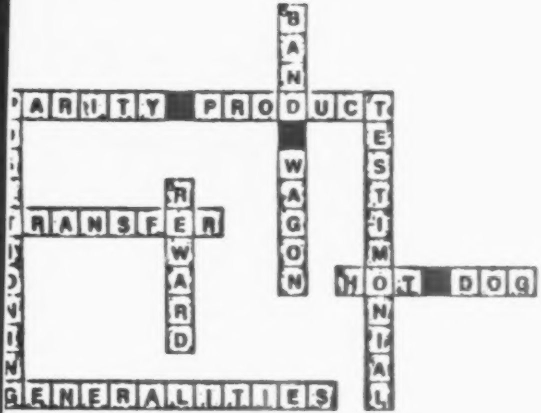
—Ads can also help consumers compare several brands to make the best selection.

—But keep in mind that most products cannot change a person's life. Eating Le Hot Dogs won't make someone sophisticated. And drinking a particular soft drink won't make teenagers popular.

—Consumers are buying the product, not the image the product's advertising has created for itself.

23. Collect the **Which Is Wurst?** worksheets.

aluation



cross

. Product in which all brands are about the same (2 words)

. Ad technique that uses symbols of authority

. Ad technique that uses broad, general terms

. Another phrase for frankfurter (2 words)

Down

. Carving out an image for a product

. Ad technique that uses coupons

. Ad technique that gives the impression everyone uses the product (2 words)

. Ad technique that uses celebrities

Going Further

- Have students write and present 30-second radio commercials for hot dogs. Have them focus their commercials on the nutrient content of the frankfurter. After they present their commercials, ask them if it was hard to think of an interesting way to talk about nutrition information. Do many advertisers use nutrition information in their ads?
- Have each student select a particular product they are interested in purchasing (anything from a car to shampoo). Have them collect ads for several brands of this product. Ask them to compare the ads for the various advertising techniques and recommend the "best" brand to buy.

BEST COPY AVAILABLE

NAME

WHICH IS WURST?

ADVERTISING TECHNIQUES

BRAND

TESTIMONIAL—celebrities or ordinary people give their "seal of approval" to the product.

BAND WAGON—gives the impression that a lot of people enjoy the product, so consumers should "hop on the band wagon."

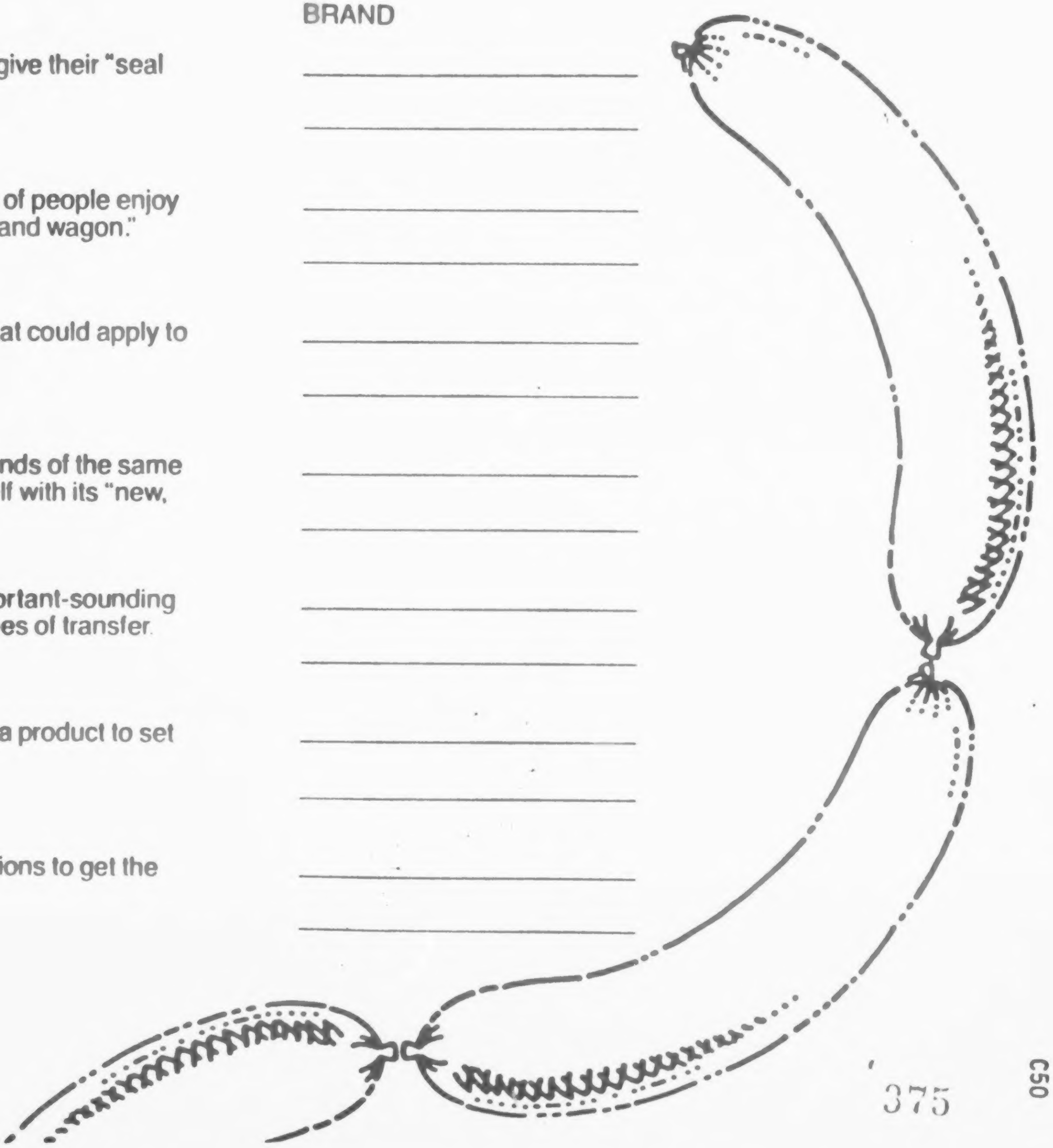
GENERALITIES—uses broad, general terms that could apply to any other brand in a product category.

COMPARISON—compares 1 brand to other brands of the same product. A brand might also compare its "old" self with its "new, improved formula."

TRANSFER—uses symbols of authority or important-sounding words. Flattery, heritage, and tradition are all types of transfer.

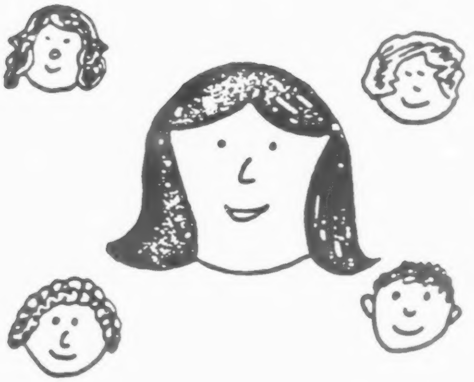
SPECIAL INGREDIENT—adding something to a product to set it apart from the competition.

REWARD—uses coupons or "cents off" promotions to get the consumer to try a product.

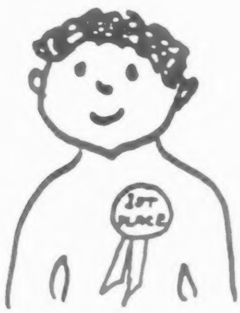


EMOTIONAL ADVERTISING APPEALS

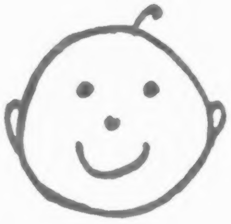
Write under each drawing the word or words from the list at the bottom of the page that best describes the picture.



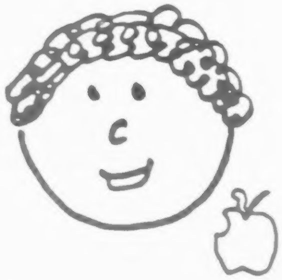
____



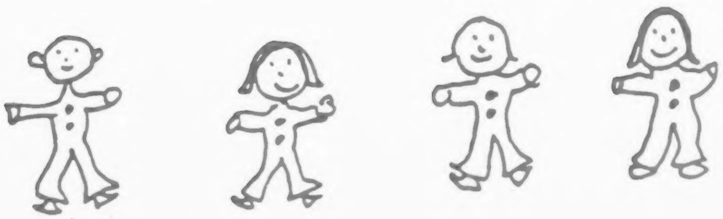
____



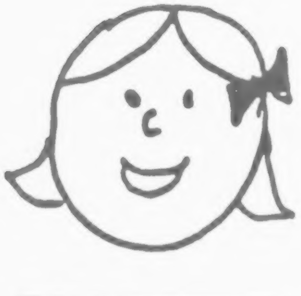
____



____



____



____

HAPPY
SUCCESSFUL
PRETTY
POPULAR
HEALTHY
BEING LIKE YOUR FRIENDS

CONSUMER EDUCATION
MINI CASE STUDIES

To give students practical life situations to reinforce their understanding of these concepts, use the following technique for application.

Review definition of consumer.

Develop situations (mini case studies) where consumer choices have been made. Build into these situations illustrations of influences on consumer decisions, responsibilities and rights of the consumer, and the role of decision making in the family. Write each situation on a card. Divide the class into small groups and provide each group with 2 or 3 situation cards. As a small group discuss the situations using the following questions, or similar ones, which are placed on the blackboard to guide these discussions.

1. What influence the consumer's decision?
2. Did the consumer exercise his/her rights?
3. If not, what could he/she have done?
4. Was consumer responsibility shown?
5. Was the decision-making process used?
6. Will the decision affect other members of the family?

CONSUMER EDUCATION
MINI CASE STUDIES

After 5 to 10 minutes allow each group to present their situations to the entire class and discuss them. Through this discussion the teacher will have the opportunity to emphasize the importance of decision making in a family using the starred situations.

Suggestions for mini case studies:

Jan sees an ad for a shampoo that will give her hair that men love. She rushes out and purchases it without considering its cost.

Dick buys a cologne he sees on TV because it is advertised to be a manly fragrance.

Mary buys a lipstick her best friend uses.

Bill goes to 3 stores to find out how much a hair dryer costs before he buys one.

Judy bought a shirt but did not bother to keep the label. When it came time to wash the shirt, she used hot water and the shirt shrunk.

Bill got a new radio last week. He used it for 2 days and it stopped working. His Dad told him to take it back to the store, but Bill was afraid to do so.

Gayle bought a new bandana scarf because her best friend Sue had one. When she got home she realized she had nothing to wear with the scarf.

*Bob's family decided to buy a new car but they are not in agreement on what kind to get. Bob wants them to have a sports car but other members of the family want a station wagon. Bob is upset when his Dad buys a station wagon.

*Sally's family has bought a swimming pool. It cost a lot; consequently, Sally will not be able to go to camp this summer.

*Jack broke his leg at school. As a result the family has a big medical bill to pay. Jack's brother will have to wait a couple of months for the bike he has been wanting.

*Jill bought a sweater which she wanted badly. When her brother and sister asked her to pay her share for their mother's birthday gift, she didn't have any money.

*Joe is working at a bakery to earn money for a stereo set which he had put on layaway. The last payment is due and he doesn't have enough money. He asks his parents for the $50.00 he needs.

From the responses given to these situations help students to generalize the following ideas:

Group decisions reached by the family may affect each member in a different way.

Consumer decisions made by one member of a family affect all members of the family.

"I CAN'T BELIEVE I ATE THE WHOLE THING"

Suppose someone asks you to buy some breakfast cereal at a grocery store. That's easy--right? Wrong!

Facing you, on the shelves, are many brands of cereal. Which should you buy? One brand seems most appealing--so you buy it.

Why did that brand seem to jump out at you? The reason may be the power of advertising. In newspapers and magazines, on radio and TV, that brand might have been mentioned over and over again. In a way, you could have been sold on the brand before you entered the store.

In the U.S. advertising is a 13 billion dollar a year industry. Ads, for example, may take up to 60 percent of a newspaper's daily space. For every 30 minutes of a TV show, there may be three minutes of 6 commercials. One viewer counted 25 commercials on a Saturday morning hour long program.

Advertising tells about a product's good features, real or imagined. The aim is to get people to buy the product. Advertisers use different techniques to do this.

Among them:

a. Glad Names-The aim is to give you nothing but nice feelings about the product. Vital facts may be missing. Example: a sleeping pill ad may suggest relaxing rest, but not warn of the drug's dangers.

b. Creating a Mood-The ad aims to take you from "the here and now" to another place of time, hoping to arouse your desire for the product. Example: a soft drink ad showing swimmers sipping in a snowstorm suggests that you'll feel cool, too, if you buy the drink.

c. What's New?-This approach is aimed at people who like to own or use whatever is newest. Example: "Be the first on your block to own a Bounce-o-Trampoline!" Or a shampoo ad may boast of new ingredients.

d. The Real Thing-This type ad is aimed at people who are annoyed by too many man-made materials. The ad plays up what is natural or healthful, such as genuice leather or pure maple syrup.

e. The Money Saver-The appeal is to people who can't resist a bargain. Example: A clothing shop may offer "high quality goods at sensible prices."

f. Don't Be Left Out-These ads play on a person's fear of being the only one not to do or use something. Example: "Everyone who wants to stay odor free uses Zilch Deodorant--why aren't you?

g. Famous People-Will known personalities are paid to use their fame to sell products. The ad assumes you'll believe what the person says about the product. He may or may not use the product himself.

h. Statistics-Figures and percentages from studies give the impression the product is scientifically investigated or the figures may be used to show public acceptance of a product. Example: "Nine out of 10 families prefer Minty Fresh Mouthwash!"

i. Humor-The aim of this approach is to get you to laugh. Then, as you recall the ad's funny joke, you may also recall the name of the product. Ad with an old woman writing a letter with a "banana" can lead you to think of the yellow ball point pen it promotes.

j. Public Image-Here the product maker wants to show his concern for the environment or for people's health and safety. Example: "Mutual Electricity comes from plants that use smoke filters. We want the air you breathe to be super clean."

TRY YOUR SKILL

Recognizing Ad Techniques

When you look at ads, can you spot the techniques advertisements use to influence you? Knowing the techniques can aid you in being a more careful buyer. Read each "ad" that follows. Then write the letter of the correct technique in the blank.

_____ 1. Why be left in the dust? Buy yourself a Swifty-Speeder Bike and keep up with the gang!
_____ 2. Jackie and the Singing Five say, "Use Frite Lita Toothpaste to get a "Starry smile."
_____ 3. Return to the simple life! Explore the cool forests; sing around the campfire; Sleep under the stars. Come to Freedom Acres Campground.
_____ 4. Buy News-Views Magazine; 95% of all the students interviewed say they like it.
_____ 5. Juicy, tasty, tender... That's how your meats will be if you oven wrap them in NEW Plastic-Roasto Wrap. Get some today!
_____ 6. Grandma's Jelly is made the old-fashioned way with sun-ripened fruit and unrefined sugar.
_____ 7. Every sheet of Natural Notebook Paper contains up to 50% recycled paper. We at Natural want to save the future forests for Your children.
_____ 8. Does your hairspray choke your hair with a heavy coating? Secret New ingredient X290 in Swing Free Hairspray lets your hair breather.
_____ 9. Did Adam ever have a date with Eve? No, but he had an apple! Most likely it was one of the Golden Delicious varieties sold by Top Quality Fresh Fruit. We've been around a long time....
_____10. Cut your food budget in half by shopping at Sooper-Dooper Market. This week you can get give pounds of potatoes free with every $10 grocery order.
_____11. Look Beautiful in 10 days. Lose five pounds and eat everything and drink only two glasses of Nutro-Slimo each day.. UU

Key: 1. F; 2. G; 3. B; 4. H; 5. C; 6. D; 7. J; 8. C; 9. I; 10. E; 11. A

FIGHT BACK ACTIVITY-EXAMPLE

Supplies Needed:
- Bounty paper towels advertisements
- Bounty paper towels - white
- Any other brand paper towels - white
- Colored water
- Bowls
- Measuring cups

1. Divide students into groups and provide them with the ad. Have them read ad and write down what it claims to do.

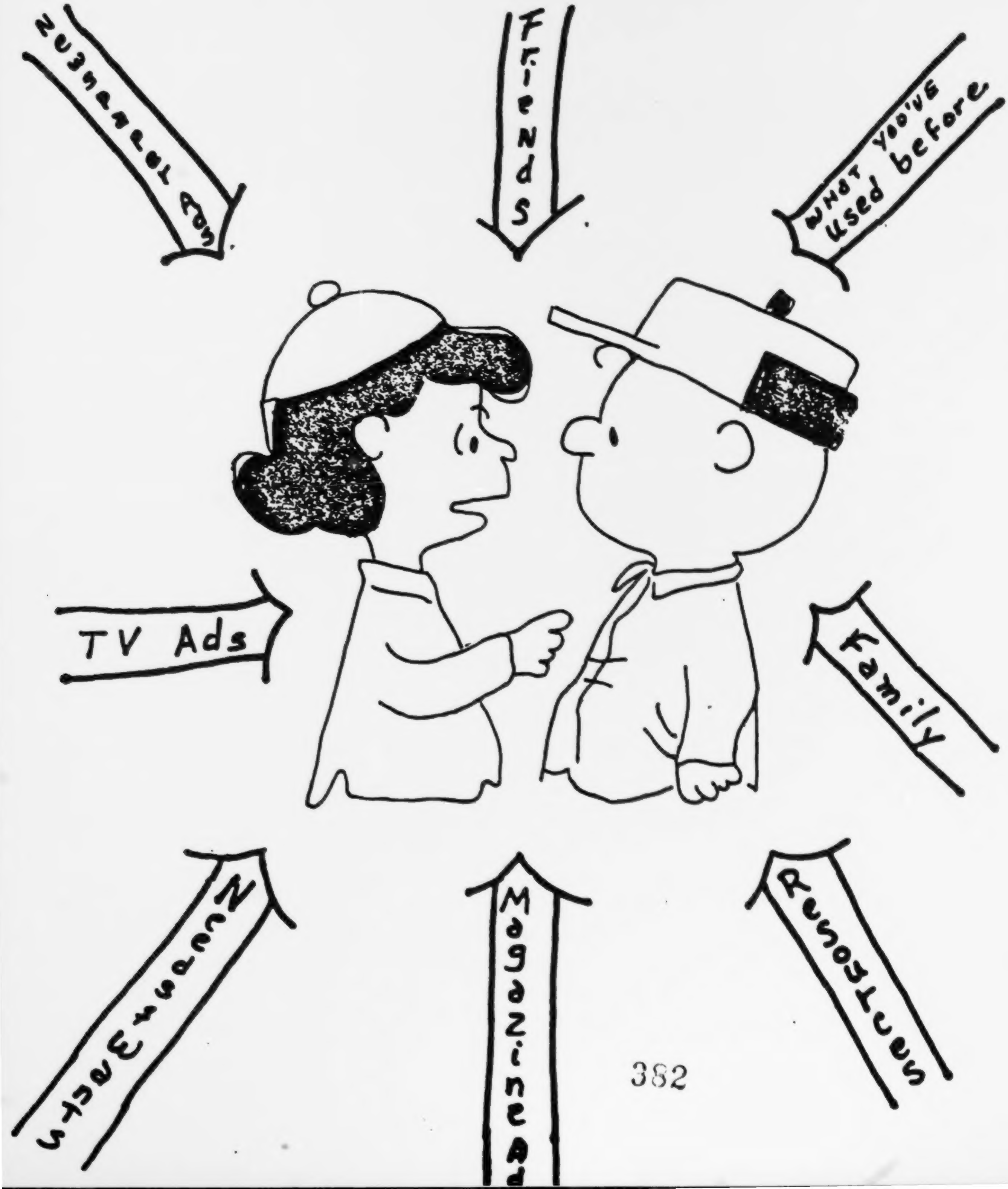
2. Supply students with materials to test the claim.
   A. Measure 1/2 c. colored liquid into each of two bowls. Use one square of each brand of paper towel.
   B. Let them try it several times.

3. Each group writes results on board.

4. Discuss advertising claims, what can you do when they don't live up to claims.

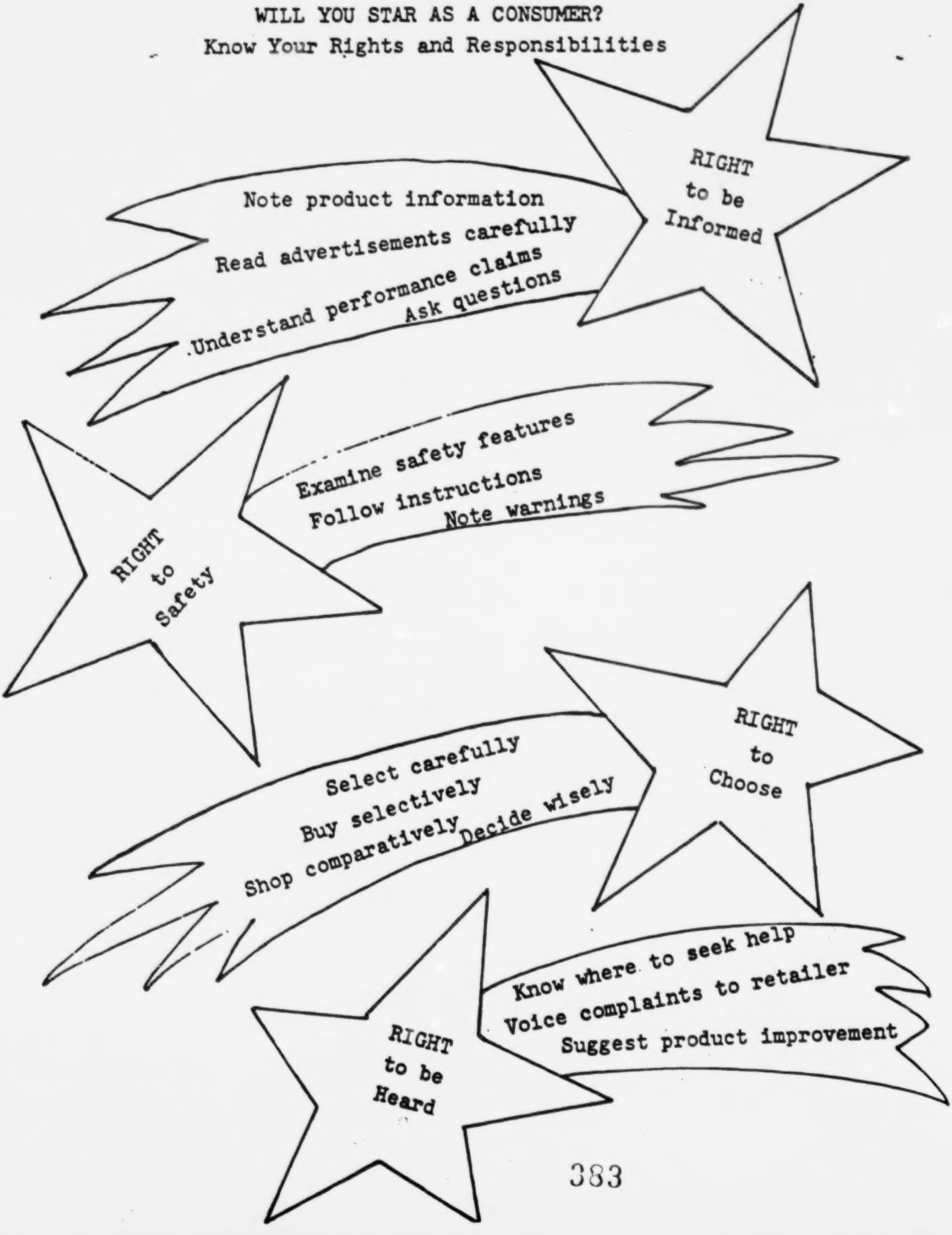
5. For further exploration, they could write letters if claims are not met.

INFLUENCES ON CONSUMER CHOICES


Newspaper Ads
Friends
What you've used before
TV Ads
Family
Needs + Wants
Magazine Ad
Resources

WILL YOU STAR AS A CONSUMER?

Know Your Rights and Responsibilities



RIGHT to be Informed

Note product information

Read advertisements carefully

Understand performance claims

Ask questions

RIGHT to Safety

Examine safety features

Follow instructions

Note warnings

RIGHT to Choose

Select carefully

Buy selectively

Shop comparatively

Decide wisely

RIGHT to be Heard

Know where to seek help

Voice complaints to retailer

Suggest product improvement

WHERE TO SHOP

Second Hand
Convenience
Specialty Shop
Manufacturer Outlets

Discount Stores
Mail Order
Department

________ Small, high priced, opens early and closes late

________ Excellent places for out grown or discarded items.

________ Handle a limited type of merchandise

________ Provide products at lower prices than chain, branch or individually owned stores.

________ Orders placed by phone or mail. A delivery price is added to price of the purchase.

________ Sells both labeled and non-labeled goods at lower prices than other types of stores.

________ Offers a wide variety of merchandise. They may carry clothing, furniture, household appliances, sporting goods, hobby supplies, auto repair, garden tools, and food.

BUFFER ACTIVITY: Students may prepare a bulletin board identifying places to shop in their geographic location.

Answers to Where to Shop

Convenience
Second Hand
Specialty Shop
Manufacturer Outlets
Mail Order
Discount
Department

EXTRA-CREDIT ACTIVITIES

1. Collect at least 5 ads from a newspaper or magazine showing new styles in clothes or accessories. Tell how each might make some people unhappy with the things they already have and tempt them to buy.

2. Make a collage using pictures from old magazines showing things that are out of style that people would not readily purchase now.

3. Compare the lists of the top ten records for at least three weeks. Make a chart to show how the records shift in popularity. It could be set up like this:

Rank	Record	Week		
		1	2	3
1	Mumbo-Jumbo			
2	Hush-a-Bye			
3	Sweet Darling			

4. Discuss in class how the process of obsolescence is important to the record industry. How does this process affect teen-agers?

5. Make a booklet or poster to show how one purchase can lead to another. Use lots of pictures and show as many different relationships as you can.

6. Visit a department store and see how many clothing items are displayed in groups.

7. Make up a story about a group of friends shopping together. How might their shopping differ if each person went alone?

8. Make up a skit to show how a salesclerk might persuade someone to buy something. What would he or she say to get the person interested; to close the sale?

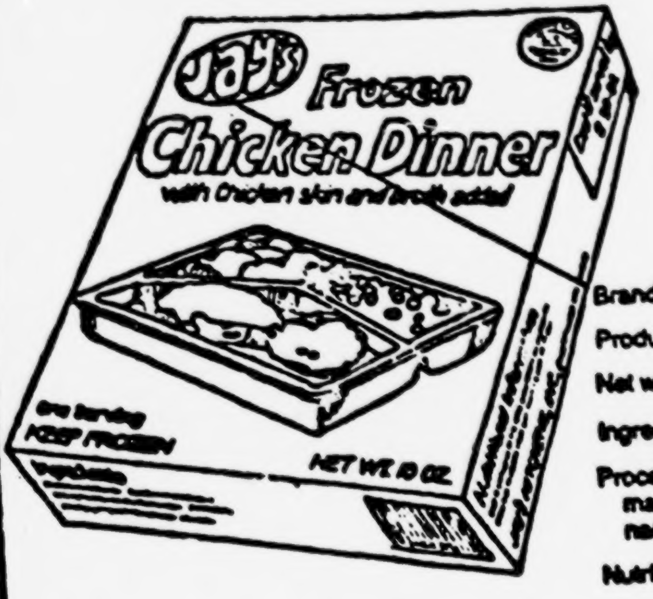
9. Find out more about how people live in other countries. Ask your teachers and librarians to help you. How does the spending differ in some other places?

10. Discuss in class:
    a. Why do you see people carrying bread home from bakeries in France with no bag, or just a piece of paper over it?

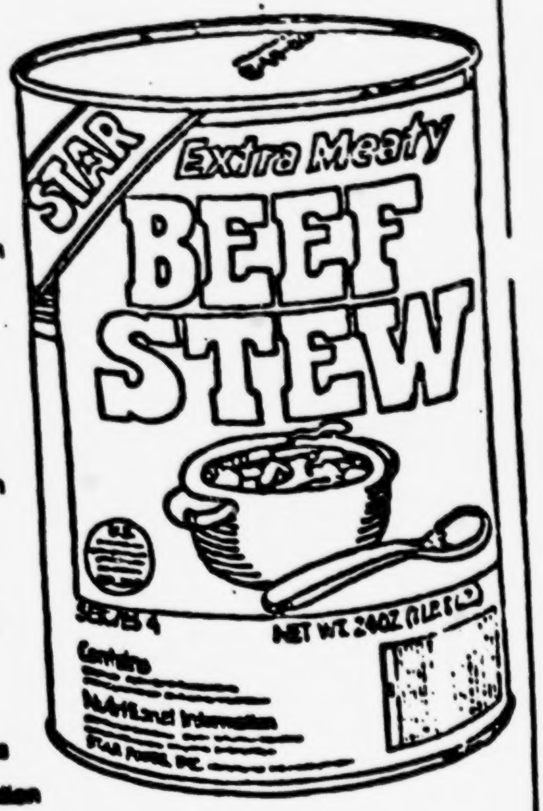
Activity Master 1

A VERY GOOD PLACE TO START

Labels can provide consumers with important information about the content and composition of products they buy. The package and the can below, for example, tell the smart shopper all that he or she might need to know about the product. Identify the kinds of information offered on each label by drawing a line from the item on the key to where it appears on the label. The first item is done for you.


Jay's
Frozen
Chicken Dinner
with chicken skin and broth added
One Serving
KEEP FROZEN
NET WT. 10 OZ.
Ingredients

- Brand name
- Product identification
- Net weight
- Ingredients
- Processor's or manufacturer's name
- Nutrition information
- USDA inspection mark
- Universal Product Code (computer symbol)
- Open dating
- Number of servings
- Additional information


STAR
Extra Meaty
BEEF STEW
SERVES 4
NET WT. 24OZ (1LB 8
Contains
Nutritional Information
STAR FOODS, INC.

Put a checkmark next to each thing in the list above that you think is absolutely necessary on every food label. Circle those things on the label that contribute to your assurance the product is safe to eat.

Smart shoppers also keep an eye out for defects in packaging—slit boxes, bulging or badly dented cans, broken seals, thawed or partially frozen food packages—and foods that are improperly stored on the grocery shelves. When they leave the supermarket, careful shoppers hurry home and put perishable food safely away.

CASE STUDY FOR SHOPLIFTING

CHOOSE STUDENTS TO READ RESPONSES TO CASE STUDY.

After reading, discuss how you felt as each part was read.

1. Do you feel responses were realistic?
2. Was the father's decision, "You're grounded" too harsh?
3. What are ways that you might handle the situations?

Situations:
A young girl has been caught shoplifting a purse. After a conference in the store manager's office and a severe warning from the police, she is allowed to go home with her parents.

LIST OF SPEAKERS (ROLES):
Mother, Father, Older Brother or Sister, Younger Brother/Sister, Friend, Guidance Counselor

RESPONSES

Mother	"If your father had just increased your allowance as I suggested, none of this would have happened."
Older Brother/ Sister	"Boy, are you in for it now! They'll never let you out again."
Father	"If you needed a purse, why didn't you just asks me for the money?"
Younger Brother/ Sister	"Daddy's gonna get you! Daddy's gonna get you!"
Friend	"Far out! You've got nerve!"
Father	"You pull this little trick again and I'll let the authorities take you away next time."
Mother	"Dear, I want you to know that I love you, but I'm really disappointed in you. Please tell me why you took the purse."
Friend	"Those new kids are a bunch of creeps... just out for some thrills. You're going nowhere with them. Why don't you come with me and my family to the lake this weekend?"
Guidance Counselor	"I'd like to talk to you after class about this shoplifting incident. Maybe we can work something out together."
Father	"I just don't know what to say to you. I thought we understood each other better. It's true I haven't always had a lot of time to spend with you, but I've always loved you."

CASE STUDIES FOR SHOPLIFTING (cont.)

Older Brother/ Sister	"You're always messing up... never do anything right. They'll be so mad that I'll be in trouble too. I can see it all now, both of us stuck at home for two weeks. Thanks a lot!"
Mother	"Why are you always doing this to me? I've spend 14 years staying home to take care of you the right way."
Father	"If your mother didn't spend every waking moment at those meetings of hers and had spent more time with you, this wouldn't have happened."
Friend	"I took a pair of jeans from there last week and didn't get caught. You blew it!"
Father	"I don't want to hear any excuses. You're grounded!"

CONCEPTUAL OUTLINE FOR BECOMING EMPLOYABLE

I. Employment Skills
  A. Job Opportunities
    1. How jobs meet people's needs
    2. Job Availability
    3. Self-employment

  B. Obtaining a Job
    1. Leads on Jobs
    2. Personal Qualities
    3. Simple applications and resumes
    4. Interviewing skills

  C. Maintaining a Job
    1. Employer/Employee Responsibilities
    2. Employer/Employee Relationships

II. Clothing Assembly Line/Alterations
  A. Equipment
    1. Use
    2. Care

  B. Following Directions
    1. Verbal
    2. Written
    3. Visual

  C. Assembly Line Procedure
    1. Individual jobs
    2. Quality control

  D. Marketing and Selling Techniques
    1. Target group
    2. Determine cost
    3. Advertising

  E. Simple Repair, Alterations and Decorating
    1. Buttons, fasteners
    2. Hems
    3. Seams
    4. Mending

  F. Construction Techniques
    1. Choosing a project/cost
    2. Reading and understanding directions
    3. Choosing fabric and notions
    4. Use and care of sewing equipment
      a. sewing tools
      b. sewing machine
    5. Management in construction
      a. organization of time and work
      b. safety
    6. Construction methods
      a. pinning
      b. cutting
      c. marking
      d. pressing
      e. hand sewing
      f. machine stitching

CONCEPTUAL OUTLINE FOR BECOMING EMPLOYABLE

III. Child Care and Babysitting
  - A. Job Opportunities
    - 1. Babysitting
    - 2. Day-care helpers
    - 3. Mother's helpers
    - 4. Camp (summer) helper
    - 5. School aides
    - 6. Others
  - B. General Characteristics of Children of Different Ages
    - 1. Stages of development
      - a. infants
      - b. toddlers
      - c. preschool
      - d. early elementary
    - 2. Areas of development
      - a. physical
      - b. behavioral
      - c. social
  - C. Safety/First Aid
    - 1. Indoor
    - 2. Outdoor
    - 3. Dealing with strangers
    - 4. Personal safety of sitter
  - D. Responsibilities
    - 1. Sitter
    - 2. Employer
    - 3. Business Agreements
      - a. fees
      - b. transportation
      - c. other
  - E. Selection of Activities
    - 1. Considerations
      - a. safety
      - b. ages
      - c. multiple uses
      - d. TV programs
    - 2. Planning activities
      - a. music
      - b. art
      - c. science
      - d. kiddie food and nutrition
      - e. story telling

IV. Yards and Plants
  - A. Job and Careers
    - 1. Commercial
    - 2. Personal
    - 3. Careerss helpers
      - a. nursery/florist
      - b. landscape
      - c. maintenance
    - 4. Training
  - B. Selling Your Service
  - C. Indoor Gardening
    - 1. Knowing plants
    - 2. Watering and feeding
    - 3. Light and soil
  - D. Outdoor Gardening
    - 1. Knowing plants
    - 2. Mowing
      - a. care and operation of equipment
      - b. safety
    - 3. Fertilizers and pesticides
      - a. safety
      - b. use
    - 4. Watering
    - 5. Conservation and ecology concerns
  - E. Employer/Employee Concerns
    - 1. Fees
    - 2. Working conditions
    - 3. Responsibility-liability

CONCEPTUAL OUTLINE FOR BECOMING EMPLOYABLE

V. Pet Care Opportunities
  A. Job Possibilities
    1. Pet store
    2. Pet sitting
    3. Vet assistant
    4. Kennel
    5. Animal shelter
    6. Other
  B. Establishing fees for pet care
    1. Walking
    2. Bathing and grooming
    3. Pet sitting

VI. Food Service
  A. Careers in Food Service
    1. Job opportunities
      a. Home based
      b. Commercial
    2. Training
    3. Types of food service
  B. Organization of Management
    1. Selection of product menu
      a. Nutritional values
      b. Compatability of foods
    2. Figuring costs
      a. Supplies
      b. Profit
    3. Duties and responsibilities of personnel
      a. Management
      b. Front house
      c. Back house
    4. Selecting personnel
      a. Appearance
      b. Qualifications
      c. Applications
      d. Interviews
  C. Preparation of Food Product
    1. Safety and sanitation
    2. Equipment
    3. Preparation skills
  D. Training Opportunities in Food Service
    1. On the job
    2. Vocational school
    3. College-University
    4. Specialty schools

VII. Housekeeping
  A. Job Opportunities
    1. House-sitting
    2. General cleaning
    3. Hotel/Motel
    4. Specialized cleaning
    5. Others
  B. Responsibilities and Agreements of Employee/Employer
    1. Specifying tasks
    2. Setting fees
  C. Cleaning Products and Equipment
    1. Purpose
    2. Use
    3. Safety
  D. Basic Cleaning Tasks
    1. Sweeping, mopping
    2. Vacuuming
    3. Windows/mirrors
    4. Dusting
    5. Changing and making beds
    6. Dishes and kitchen tasks
    7. Cleaning bathrooms
    8. Others

AREA: BECOMING EMPLOYABLE
UNIT: I. EMPLOYMENT SKILLS

CONEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Job Opportunities 1. How jobs meet peoples needs 2. Job availability 3. Self-employment	Recognize the variety of jobs available to meet the individual's needs.	-Brainstorm job possibilities within available resources. -Use counselor to present job possibilities. -Prepare bulletin boards--Home Economics career possibilities. -Survey newspaper classified ads-class comparison contest. -Complete questionnaire on That First Job held by junior high and middle school students. -Interview people who are self-employed to assess job possibilities available to students. -Complete questionnaire A Job Is A Job Is A Job. -Sponsor "Career Days" with speakers that have literature and "hands-on" experiences. -Use KUDER Personal Inventory (available from your school counselors).
B. Obtaining a Job 1. Leads on Jobs 2. Personal qualities 3. Simple applications and resumes 4. Interviewing skills	Recognize and practice the initial steps toward obtaining employment.	-Use personnel manager to speak on resumes, application and interview skills. -Have clothing store sales representative + DECA + FBLA members to present panel presentation on appropriate attire and job behavior. -Role play interview process with a faculty member or local business person. -Use "Employment Interview Activity Pack" by June Dostal (C. 1977, J. Weston Walch, Publisher, Portland, Maine 04104. (many prepared "masters" for employment evaluation). -Use ditto: Your Application for Employment
C. Maintaining a Job 1. Employer/Employee Responsibilities 2. Employer/Employee ationships	Relate and identify employee responsibility and relationship to employer.	-Interview employers to discuss employee/employer responsiblities. -Complete a sample Job Contract. -Use case studies to bring out relationships between employees and employers.

AREA: BECOMING EMPLOYABLE
UNIT: I. EMPLOYMENT SKILLS & II. Clothing Assembly Line/Alterations

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
C. Maintaining a Job (cont.)	The student will: Relate and identify employee responsibility and relationship to employer.	-Read pg. 144-148, "Making Yourself Employable" in Personal Skills for Home, School and Work by Chamberlain & Eubanks (Bennet & Co.). -Read Co-ed, April, 1982, pg. 32-34 "You Got the Job, Now Can You Keep It?" -Use Home Economics for the Sixth Grade in Middle School; Accepting Job Responsibility packet (From Iowa State University, Home Economics Education, Agricultural Experiment, Station Project 1978, Iowa State University Bookstore, Ames, Iowa -View (1) "Job Readiness--Assessment & Dev." (2) "Job Survival Series" from; MCI, INC., Mall Plaza, Suite 250, 157---Computer Software: South Kalamazoo, MI 49007 (Phone 616-345-8681).

AREA: BECOMING EMPLOYABLE
UNIT: II. CLOTHING ASSEMPLY LINE/ALTERATIONS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
A. Equipment 1. Use 2. Care	The student will: Demonstrate the correct use and care of the sewing equipment.	-Read sewing machine booklet that accompanies the sewing machines. -Identify Sewing Machine Parts and Purposes. -Observe teacher demonstration on machine threading and then demonstrate ability to thread machine. -Clean sewing machine correctly (including disassembling machine). -Use ditto: Press as you Sew, from G.E. Co. Housewares Division, Home Economics, Bridgeport, Conn. 06602. -Use transparencies from Learn to Sew series from Butterick Publishing Co., PO Box 1945, Altoona, PA 16603 (Equipment). -Complete job sheets: Operating the Sewing Machine--Unthreading; and Pivoting. -Do dotto: Final Test-(Travels with Your Sewing Macihine).
B. Following directions 1. Verbal 2. Written 3. Visual	Apply various verhal, written and visual directions to a simple sewing project.	-Follow sewing paper design samples to -Construct a Draft Dodger project and evaluate using sheet. -Construct simple potholder (to learn backstitching, straight seams, seam width and square corners). teacher directions and sewing control. (From Bernina Sewing Chalets, Inc., 9797 W. Colfax, Lakewood, CO 80215) ALSO: Refer to dittos Becoming Employable for additional dittos.

AREA: BECOMING EMPLOYABLE
UNIT: II. CLOTHING ASSEMBLY LINE/ALTERATIONS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
C. Assembly Line Procedure 1. Individual jobs 2. Quality control	The student will: Identify the jobs involved with mass production. Create a project using assembly line process.	-View film, Clothing: A Pair of Blue Jeans (13 min, $215.00) Learning Corporation of America, Avenue of the Americas, New York, NY 10019. A motivational film on the production and marketing of traditional blue jeans. -Brainstorm ideas for assembly line projects e.g., school pennants with emblem, bean bags, footballs and basketballs, Christmas ornaments, pot holders, glass cases, paperback book covers, log carriers, etc. -View teacher display of possible projects. -Read and discuss Chapter 9 in Creative Living, pg. 441-445, Butterick Publishing, New York, NY or Visual Education Corporation, Princeton, NJ -Review assembly line procedures using the Assembly Line Project. -Complete an assembly line project. -Tour a garment factory to observe assembly line techniques.
D. Marketing and selling Techniques 1. Target group 2. Determine cost 3. Advertising	Identify the age level for which product will be produced. Develop a price list for products produced. Apply marketing techniques to develop an advertising campaign.	-Survey the age levels and interests of the students at school or community to determine target group. -Compile a price list from local stores with similar products. -Write announcements for the public address system to advertise product. -Develop product posters and/or pamphlets to advertise products.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
E. Simple repair, alterations and decorating 1. Buttons, fasteners 2. Hems 3. Seams 4. Mending	The student will Perform simple clothing alterations and repairs on sample sheet and/or personal items.	-Prepare bulletin board samples (step by step-how-to) for buttons, fasteners, hand stitches, etc. -Use reference book: Self-Checking Lessons in Clothing Construction, by Bonnie D. Belleau, J. Weston Walch, Publisher, Portland, Maine 04104 (a reproducible book). -Use hand out: Bachelor Buttons, Educational Division, Simplicity Pattern Co., Inc. 200 Madison Ave., NY, NY 10016. -Use resource pamphlet: 1) "Seams and seam Finishes", C/O Coats and Clark, Inc., Consumer and Educational Affairs Dept., 72 Cummings Point Road, Stanford, CT 06902 (refer to Spring 81 Educator Update-Vol. 4, No. 2) 2) "Mending"; same source. -Use resource booklet: Nasco's Clothing Care and Repair Unit, Judy Gilberts, C/O Nasco West, 1524 Princeton Ave., Modesto, CA 95352 (masters and transperancies) -Cross reference: See also Being A Family Member, Clothing Care. -Develop a simple repair shop within the classroom-good FHA project.
F. Construction Techniques 1. Choosing a project/cost	Construct a simple project. Be aware of various sources for selecting projects.	-Select ideas for simple projects. Examples: log carrier, glass cases, flower pot, wallets, Christmas ornaments, ankle weights, tote bags, pillows (of all types and designs), wrist bands, potholders, book covers, notebook inserts, ditty bags, yardstick covers, locker caddy, sport bag, baby bibs.

AREA: BECOMING EMPLOYABLE
UNIT: II. CLOTHING ASSEMBLY LINE/ALTERATIONS

CONCEPTS	OBJECTIVES	LEARNING/EVALUTAION STRATEGIES AND RESOURCES
		Investigate sources for ideas: Kit companies: Haan, Stanwood, Pine Apple Craft fairs and shops and Current Home Economics Publications.
2. Reading and understanding directions	The student will: Use directions provided in completing a project. See II B above also.	-View computer software: "Know Your Pattern" Orange Juice Software, 222 S. Washington Ave., New Richmond, WI 54017 -Use Divide An Inch.
3. Choosing fabric and notions	Select appropriate fabric and and notions for project following teacher guidelines.	-Take a field trip to fabric store. -Use teacher's guide for Young Living, Bennett Publishing Co., Peoria, IL 61615 -Use Teen Guide Teacher's Resource Guide, McGraw-Hill Book Company, New York, NY
4. Use and Care of Sewing Equipment	See II A. 1 and II A. 2 above.	-See A1 and A2 above.
5. Management in Construction	Plan project work schedule.	-Prepare student calendar of progress and goals.
6. Construction Methods	Employ standard construction techniques in completing a simple project.	-Use Stitch in Time, Vol. 50, No. 1 RJ 80-85M: Coats & Clark, Consumer Education Affairs Department, 72 Cummings Point Rd., Stanford, CT 06902 -Use Self Checking Lessons in Clothing Construction (a reproducable book), D. Belleau 1983, J. Weston Walch, Portland, ME 04104 -Use Young Living by Nanalee Clayton, Bennett Publishing Co., 1983. Peoria, IL 61615. (p. 332-44) "Working with Pattern" and "Making your Garment". -Use Creative Living by Foster, Hogan, Herring, Williams, Butterick Publishing, Co., New York, NY, 1979. (p. 428-437: "Understanding Basic Construction" and "Judging Construction Details".

AREA: BECOMING EMPLOYABLE
UNIT: III. CHILD CARE AND BABYSITTING

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
		-Use Concepts in Clothing by Graef and Strom McGraw-Hill Book Co., New York, NY, 1976. (p. 178-Guidesheet; p. 201-Pattern preparation, marking & alteration; p. 202-264 basic construction techniques.)
A. Job Opportunities 1. Babysitting 2. Day Care Helpers 3. Mother's Helpers 4. Camp (summer) helper 5. School aides	The student will: Identify the various jobs relating to child care.	-Brainstorm job opportunities. -Locate newspaper ads dealing with child care job opportunities. -View filmstrip Introduction to Exploring Careers in Child Care, McKnight Publishing Co., Bloomington, IL (7 min., 1974) -Visit a child care center to observe the facilities and the people who work there. Notice activities and report back to class. -Have child care director come in to speak to the class.
B. General Characteristics of Children of Different Ages 1. Stages of development	Distinguish the differences of the development stages.	-View filmstrip Care and Activities from the set "The Complete Babysitter", Franklin Clay, P.O. Box 2213, Costa Mesa, CA 92626 -Bring toddlers into the class to observe. -Have students parent an egg for one week to simulate the development of an infant. Each day could represent 3 months. Have students keep a journal.
2. Areas of development	Differentiate between the 3 main areas of development through observation.	-Observe a child and complete observation sheet, Checklist for Observing a Child. -Look through magazines and find pictures of children doing activities. Label these according to developmental areas. -Find pictures of children of different ages. -Perform skit Baby's First Year.

AREA: BECOMING EMPLOYABLE
UNIT: CHILD CARE AND BABYSITTING

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
C. Safety and First Aid 1. Indoor 2. Outdoor 3. Dealing with strangers 4. Personal safety	The student will: Identify safety hazards indoors and outdoors. Determine how to handle emergencies.	-Share personal experiences about safety.- -Listen to a resource person talk about home accidents and what to do in emergency situations (school nurse, fire and rescue squad).
	Relate how to apply basic first aid in typical emergencies. Recognize potential dangers to the sitter and/or the children from strangers and acquaintances.	-View filmstrip Safety First from Franklin Clay's The Complete Babysitter. -View the film, "Hot Liquid Burns" (contact local fire dept., if unavailable order from Film Communicators, 11136 Weddington St., N. Hollywood, CA 91601
	Determine how to handle potential dangers to sitter and/or children.	-Role play typical emergencies and demonstrate how to handle. -View filmstrip "Business Aspects and What If" from Franklin Clay The Complete Babysitter. -Role play potential danger situations and determine what to do. -Complete What Would You Do Now worksheet for first aid.
D. Responsibilities 1. Sitter 2. Employer 3. Business arrangements	Identify the responsibilities of a babysitter and the employer and what business arrangements need to be discussed.	-View filmstrip Basics of Babysitting, Johnson and Johnson. -Interview a parent to establish job criteria, Babysitting Survey. -Discuss the Baby Sitters Code. -Develop a babysitting information sheet to complete when babysitting. What Your Baby Sitter Should Know.
	Access why babysitting should be considered a serious responsibility.	-Complete worksheet What Would You Do Now? -Complete How Would You Feel With These Problems?

AREA: BECOMING EMPLOYABLE
UNIT: III. CHILD CARE AND BABYSITTING

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
		-Role play discipline problems and/or situations and discuss how to handle them -Review the worksheet #2 "Responsible Babysitting: The Contact" from The Basics of Babysitting, published by Johnson & Johnson Baby Products Co., Consumer Services Dept., 220 Centennial Ave., Piscataway, NJ 08854 -Complete Baby Sitter's Diary card.
E. Selections of Activities 1. Considerations 2. Planning Activities	The student will: Identify considerations in selecting toys, games and activities for children. Evaluate a variety of children's activities. Select and plan an activity to use when babysitting.	-Complete worksheet No. 3 Alone with the Children: What Do I Do Now? from Johnson & Johnson, The Basic of Babysitting. -Use worksheets from "Baby-sitting" puzzle, Nasco West, 1524 Princeton Ave., Modesto, CA 95352 -Watch Sesame Street or other tv programs for its educational value for children. (Develop in class an evaluation sheet prior to viewing.) -Bring in toys and games to evaluate. -Visit library to evaluate books, have librarian or have reading teacher demonstrate how to tell a story, and then have students choose a story to tell. -Call CSU teletips tapes #4407 and #4409 on toy selection and homemade toys; Toys for Children: Homework Assignment. -Make a musical instrument. Preschool guide from State Board for Community Colleges and Occupational Education, Centennial Bldg. 1313 Sherman St., Denver, Co 80203 -Develop a toy or activity for a specific age and area of development. -Compile a babysitting box which includes ideas from other students. -Plan and prepare foods for a preschool child.

D12

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will: Select and plan an activity to use when babysitting.	-Do Art Activity Centers. -Demonstrate to other students how to play a game. -Visit a day care center. -Hold a mini preschool. -View filmstrip, Food As Children See It, General Mills Film Center, P.O. Box 1113, Minneapolis, MN 55440 -Compile a notebook or scrapbook to include stories telling, games, finger play, songs and dances, and an individually constructed game or toy. -Play Babysitting Marathon game, Co-Ed. -Play "Family Feud" to introduce units or as a review using the tv game show format. See Game Questions. Suggested areas are responsibilites of sitter, responsibilities of employer, safety, discipline, food, etc. OTHER RESOUCES: "Meal Planning for Children Ages 1-6", pamphlet, 50¢ each, General Mills, PO Box 1113 Minneapolis, MN 55440 Caring for Children Teacher's Resouce Guide, Draper and Polk, Bennett Publishing Company, 809 W. Detweiller Dr., Dept. P83, Peoria, IL 61615 Filmstrips from J.C. Penny Co., if available "Toy Safety", "Celebration of the Children" "Parenting".

AREA: BECOMING EMPLOYABLE
UNIT: IV. YARDS AND PLANTS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Jobs and Careers 1. Commercial 2. Personal use 3. Careers 4. Training	Become familiar with various plant-related jobs and careers.	-Develop interview criteria for persons employed in plant-related jobs. -Present interview information oral, written (use of basic skills), other (emphasizing student creativity), role playing, posters, taping
B. Selling Services	Develop a promotional device.	-Design either a poster, advertisements, business card. -Select outstanding promotional device.
C. Indoor Gardening 1. Knowing plants 2. Watering and feeding 3. Light and soil	Recognize common houseplants and understand care requirements.	-Have a plant "show and tell". -Use local florist to show exotic plants. -Take field trip to nursery or florist.
	Plant and cultivate a plant.	-Share plant clippings; prepare for rootings and potting. See Information Sheets on Indoor Gardening. -Demonstrate how to start from seed or transplant inexpensive, easily grown plants such as: sweet potatoes, spider plant, avocado, mint, chives, garlic -Use available resources to develop a plant care label. -Show filmstrip The How To of House Plants, Society of American Florists, Sheraton Park Hotel, Washington, D.C. -Use Selection and Care of Your Plants pamphlet from Albertson's grocery. -Use assignment House Plants. -Complete Plants that Survive checklist.

AREA: BECOMING EMPLOYABLE
UNIT: IV. YARDS AND PLANTS

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
D. Outdoor Gardening 1. Knowing plants 2. Mowing and trimming 3. Fertilizers and pesticides 4. Watering 5. Conservation and	The student will: Identify common outdoor plants. Understand basic care requirements for outdoor plants. Explain safe operation and care of mowing and trimming equipment.	-Use CSU Extension Service pamphlets. -Use Guest speakers. -Take field trips: Denver Botanic Gardens, CSU greenhouses, commercial greenhouses. -Write reports of trip. -Collect newspaper and magazine advertisements and articles.
E. Employer-Employee Relations 1. Fees 2. Working conditions 3. Responsibilities and Liabilities	Comprehend job requirements.	-Role play situations: getting the job, resolving a disagreement, defining duties. -Develop a checklist for job responsibility -Use guest speaker: private individual (potential employer), commercial employer.

AREA: BECOMING EMPLOYABLE
UNIT: V. PET CARE OPPORTUNITIES

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Job Possibilities 1. Pet store 2. Pet sitting 3. Veterinarian assistant 4. Kennel 5. Animal Shelter 6. Stable help 7. Others	Identify job opportunities in pet care.	-Brainstorm job opportunties in pet care. -Listen to resource people, e.g. veterinarian, humane society officer, pet store owner, kennel owner, zoo keeper, stable owner. -Interview and do a report on a career in animal care.
B. Establishing Fees for Pet Care 1. Walking 2. Bathing or grooming 3. Pet sitting 4. Other	Compile and compare local pet care fees.	-Interview pet care businesses to determine fees for pet care. -Design a brochure stating students qualifications, services and fees.
		OTHER RESOURCES "People and Animals", curriculum guide, Level D, Humane Society, $25.00.
		CROSS REFERENCE: Being a Family Member-Units: Social Events and Leisure Time: Emphasis on Pets.

AREA: BECOMING EMPLOYABLE
UNIT: VI. FOOD SERVICE

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Careers in food service 1. Job opportunities	Recognize career opportunities available in the food service industry.	-View filmstrip from McKnight Series: Exploring Careers in Hospitality and Food Service, McKnight Publishing Co., Bloomington, IL 61701 -Invite speakers to discuss job opportunities and training requirements: Managers from local food establishments, manager from school cafeteria, employees from local restaurants or food establishments.
2. Training	Become aware of the types and amounts of training necessary for different jobs in the food	-Interview a worker from a restaurant to discover the training they have for their job. -Visit a restaurant as a class or with their family and describe their observations in an oral or written manner.
3. Types of food service	Recognize the types of food service establishments in the community.	-Describe a favorite food establishment. -Set up and role play different types of food service such as counter, cafeteria and family service. -As a group determine the type of food enterprise the class wishes to carry out. -Establish a food enterprise and through class discussion, determine committees necessary for the food enterprise they have chosen to do (see attached sheet of Committee Duties for soda shop sample). -Choose committees to work on and complete Committee Planning Sheets. -Use Committee Duties.
B. Organization and Management 1. Selection of product menu	Plan and develop a food service enterprise.	-Show and discuss examples of menus from local restaurants. -Work as a group to create a sample menu, Sam's Soda Shop.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	-View a sample menu to create a market order from a recipe.
2. Figuring cost	Develop a menu and determine cost of producing the product.	-Select a menu item from sample menu and develop a market order. -Go to the grocery store as a group or individually and purchase needed items for the menu. -Determine the cost of the menu items using the receipt from grocery shopping. -Using a reference grocery receipt, view how to figure the cost for a market order. -Have students figure the cost for a market order.
3. Duties and responsibilities of personnel	Identify the jobs necessary to operate a food enterprise.	-Brainstorm the jobs needed to run the restaurant project, Job Descriptions. -Role play duties and responsibilities of workers in a food enterprise.
4. Selecting personnel	Apply for and carry out responsibilities of a food service worker.	-Invite a speaker from a fast food restaurant to discuss applying for and interviewing for a job. -Complete software programs, "Applying for a Job and Job Interview from Job Readiness-Assessment and Development, MCE, Inc., Mall Plaza, Suite 250, 157 S. Kalamazoo Mall, Kalamazoo, MI 49007, 616-345-8681. -Fill out Employment Applications for jobs selected for the food enterprise the class has chosen to carry out. -Practice interviewing with a partner. -Interview with the teacher or manager for the job they wish to hold.
C. Preparation of food product 1. Safety and sanitation	Perform and evaluate a food service enterprise.	-View filmstrip Safety and Sanitation in the Kitchen, Franklin Clay Films, PO Box 2213, Costa Mesa, CA 92626 (714) 957-0414.

AREA: BECOMING EMPLOYABLE
UNIT: VI. FOOD SERVICE

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will: Demonstrate safe and sanitary practices in handling food.	-Discuss safety and sanitation practices as they apply to specific food enterprise.
2. Equipment	Select and use equipment necessary for food preparation.	-Invite a guest speaker from the health department to explain laws. -Watch teacher demonstration of preparing specific food items following a recipe, Soda Shop Recipes.
3. Preparation Skills	Demonstrate the ability to prepare a food product. Follow a recipe.	-Take a tour of the school cafeteria and observe the use of equipment. -Have student cooks prepare food according to a recipe. -Execute a mock rehersal of the food establishment with 1/2 the class as workers and 1/2 as customers. Alternate the next day. -Execute the restaurant with a guest class or invited patrons. -Have students complete a self-evaluation of their performance, Job Performance Evaluation.
B. Training Opportunities in Food Service 1. On the job 2. Vocational school	Develop an awareness of training opportunities available.	-Invite guest speaker to talk about training (Chef, Restaurant Mgr., Short Order Cook..) -Tour a vocational or specialty school. -Visit food manufacturing plant. -Invite school counselor to discuss local training facilities. -Arrange for students to work in the school cafeteria.

AREA: BECOMING EMPLOYABLE
UNIT: VII. HOUSEKEEPING

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	
A. Job Opportunities 1. Housesitting 2. General cleaning 3. Hotel/motel 4. Specialized cleaning 5. Others	Recognize job opportunities within the field of housekeeping.	-Brainstorm what job opportunities are available in the field of housekeeping. -Listen to guest speakers. List job qualifications and responsibilities needed to perform their job. Write thank you notes to guest speakers. -Interview potential employers (neighbors and professionals). What do they require of an employee? Would they hire a student their age?
B. Reponsibilities and agreements of employer/employee 1. Specifying tasks 2. Setting fees	Distinquish between the responsibilities of the employer and those of the employee. Be conscious of the content of a verbal and/or non-verbal agreement.	-Define agreement (or contract). -List people who have been student's employer, (include neighbor, grandparents, parents, sisters, brothers, etc.) responsibilities and rewards for the job completed -Complete Job Contract. -Prepare an agreement that would list the responsibilities of the employer/employee. -Role play good working relationships and conflicts between employee/employer.
C. Cleaning Products and Equipment 1. Purpose 2. Use 3. Safety	Be able to apply the appropriate cleaning product and/or piece of equipment to a specified task.	-View filmstrip, How to Clean an Apartment, (No. B116 from Franklin Clay Films, P.O. Box No. B-2036, Costa Mesa, CA 92626-1036). -Play the scrambled word game on cleaning products and equipment, Words that Shine. (Another word game available in the Young Living Teacher's Guide, on page 153.) -Listen to a guest speaker from the fire department, paramedics or science department on the potential dangers of misusing cleaning chemicals. -View demonstration on the uses of various cleaning products.

CONCEPTS	OBJECTIVES	LEARNING/EVALUATION STRATEGIES AND RESOURCES
	The student will:	-Compare a high-priced product to a generic or low-priced product (students to brainstorm for checklist.) -Choose the correct product for a given task (teacher to set up various work stations which include 3 pieces of cleaning equipment and products. Label A, B, & C. Provide a question at each station that is best suited to one of the items: "Which product is best suited to clean a stainless steel sink?" -Resource: Young Living, by Nanalee Clayton Bennett Publishing Co., Peoria, IL c 1983)
D. Basic Cleaning Tasks 1. Sweeping, mopping 2. Vacuuming 3. Windows/mirrors 4. Dusting 5. Changing and making beds 6. Dishes and kitchen tasks 7. Cleaning baths 8. Others	Be able to imitate the basic cleaning tasks as demonstrated.	-Demonstrations of basic cleaning tasks. applying safety precautions. -Make a list of what you like and dislike about housekeeping. Then come up with ways to make jobs more pleasant, interesting and timesaving. -Keep a daily log on tasks performed in your home including how long it took to complete the task, 24 Hour Observation. -Keep a time log on daily chores. (Was it achieved with proper skills and equipment, did time to complete chores decrease?) -Write a report on at least one cleaning task performed at home. How and with what product and/or equipment was it achieved? -Divide into teams and go to a home within the community, (elderly) to perform basic cleaning tasks. -Prepare a list of cleaning tasks to be done daily, weekly, and occasionally. -Resource: "Home Care" by Proctor and Gamble Co., P.O. Box 14009, Cincinnati, OH 45214 (various teaching aids included in packet.)

MY EMPLOYER
Job
Think about it!

THAT FIRST JOB

From your experiences, remember a job you have had and answer the following questions:

I ONCE HAD A JOB DOING

THE WAY I GOT MY JOB WAS

MY EMPLOYER WAS

THE WAY MY EMPLOYER TOLD ME ABOUT MY JOB WAS

WHEN I DID NOT UNDERSTAND SOMETHING I

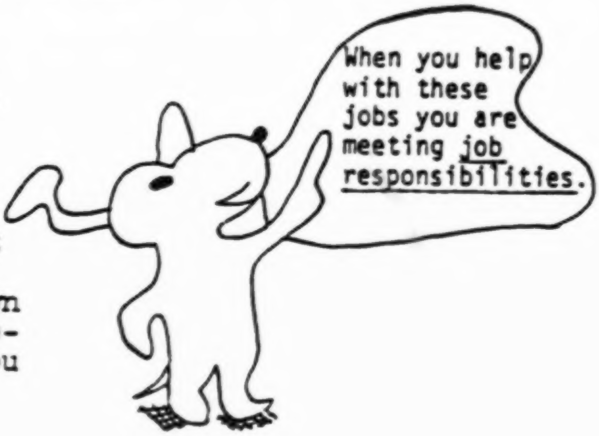
IF I WAS NOT DOING AS HE/SHE WISHED, HE/SHE

THE REASON I COULD DO THIS JOB WAS

I FELT I HAD DONE MY BEST ON THE JOB BECAUSE

NAME ______________________________

A JOB IS A JOB IS A JOB


When you help with these jobs you are meeting job responsibilities.

Many young preteens like yourself help with jobs around their homes. There may be jobs you perform in your neighborhood as well.

If so, you are carrying out job responsibilities. Your jobs might include taking care of a younger brother or sister, cutting the lawn or shoveling snow. There are probably many job responsibilities you are now doing. Think about it.

Mark the jobs below with either:

♡ if you have done it without being paid

$ if you have done it for money

♡$ if you have done it sometimes for pay and sometimes without pay

X if you have not done the job

Job Description

mow lawn.................

clean garage.............

shovel snow..............

care for pet.............

deliver paper............

paint/indoor or outdoor...

wash car.................

run errands..............

care for personal clothing.................

wash family clothes......

care for room............

take care of fire place..

take care of plants......

care for children........

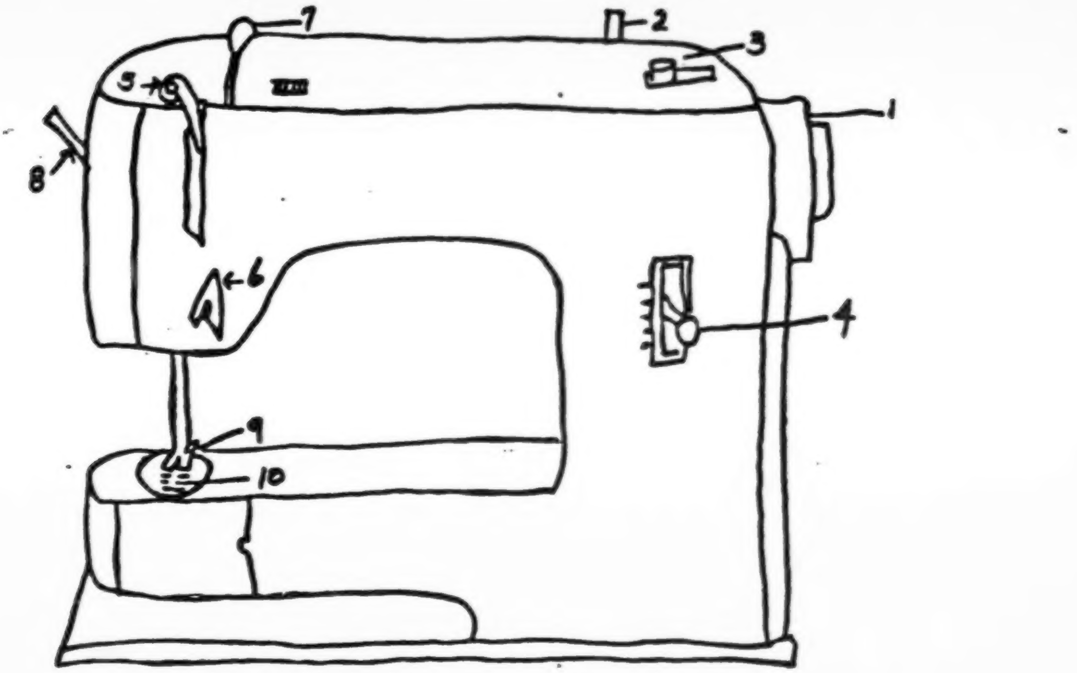
prepare food.............

wash dishes..............

clean the house..........

list others not above....

SEWING MACHINE PARTS AND PURPOSES



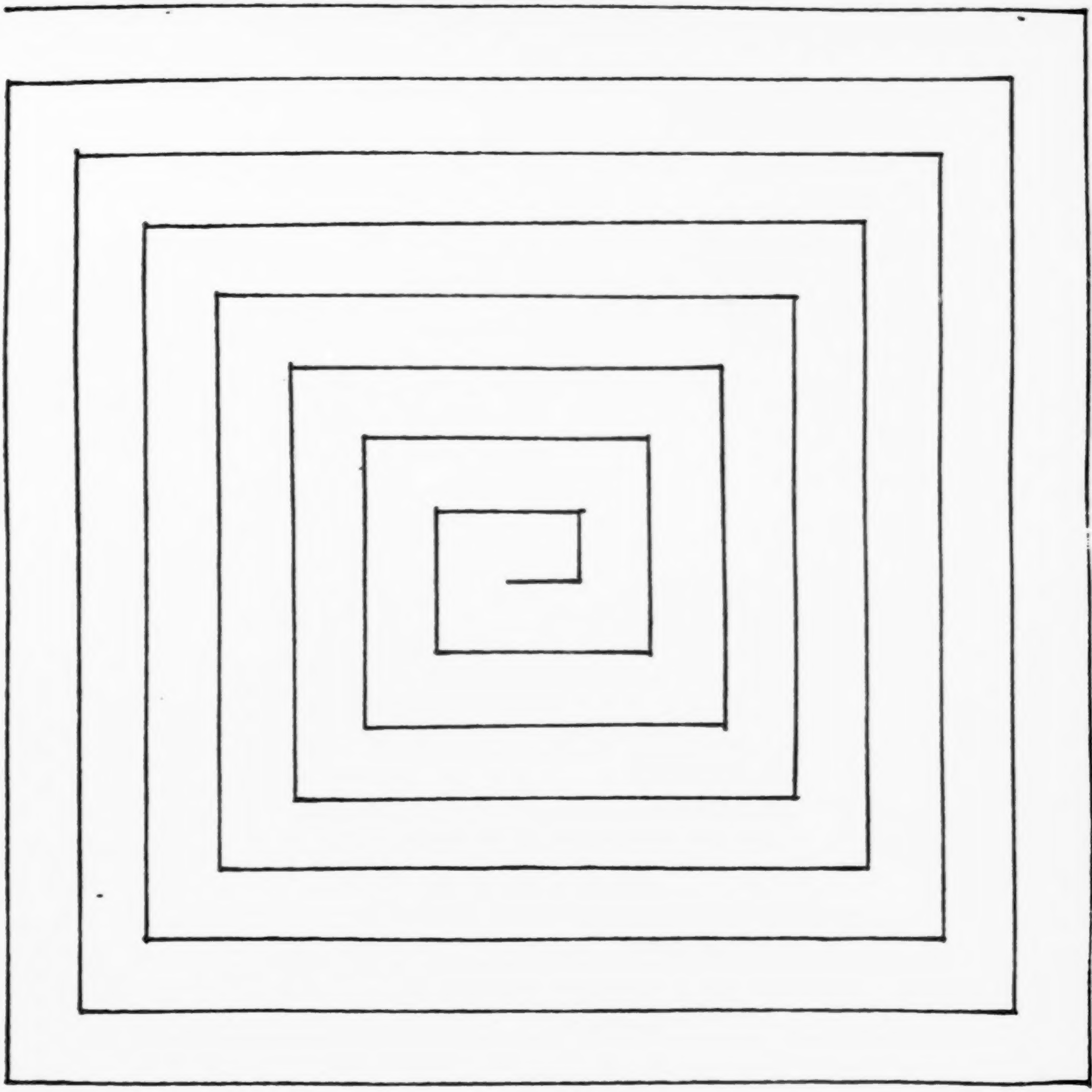
Name the parts of the sewing machine the numbers are pointing to.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________

Fill in the blanks below with the correct word or words.

1. __________is part of machine that makes the material move while sewing.
2. __________is part of machine which shortens and lengthens the stitches.
3. __________is part of machine which holds the material in place when sewing.
4. __________is part of machine which holds thread in place from spool to needle.
5. __________is part of machine used for putting thread on a bobbin.
6. __________is part of machine which regulates tightness of thread.
7. __________is part of machine which holds the metal spool.
8. __________is part of machine which holds your spool of thread.
9. __________as this part of machine turns the needle goes up and down.
10. __________is part of machine you use for backstitching.

Name________________ Period ______

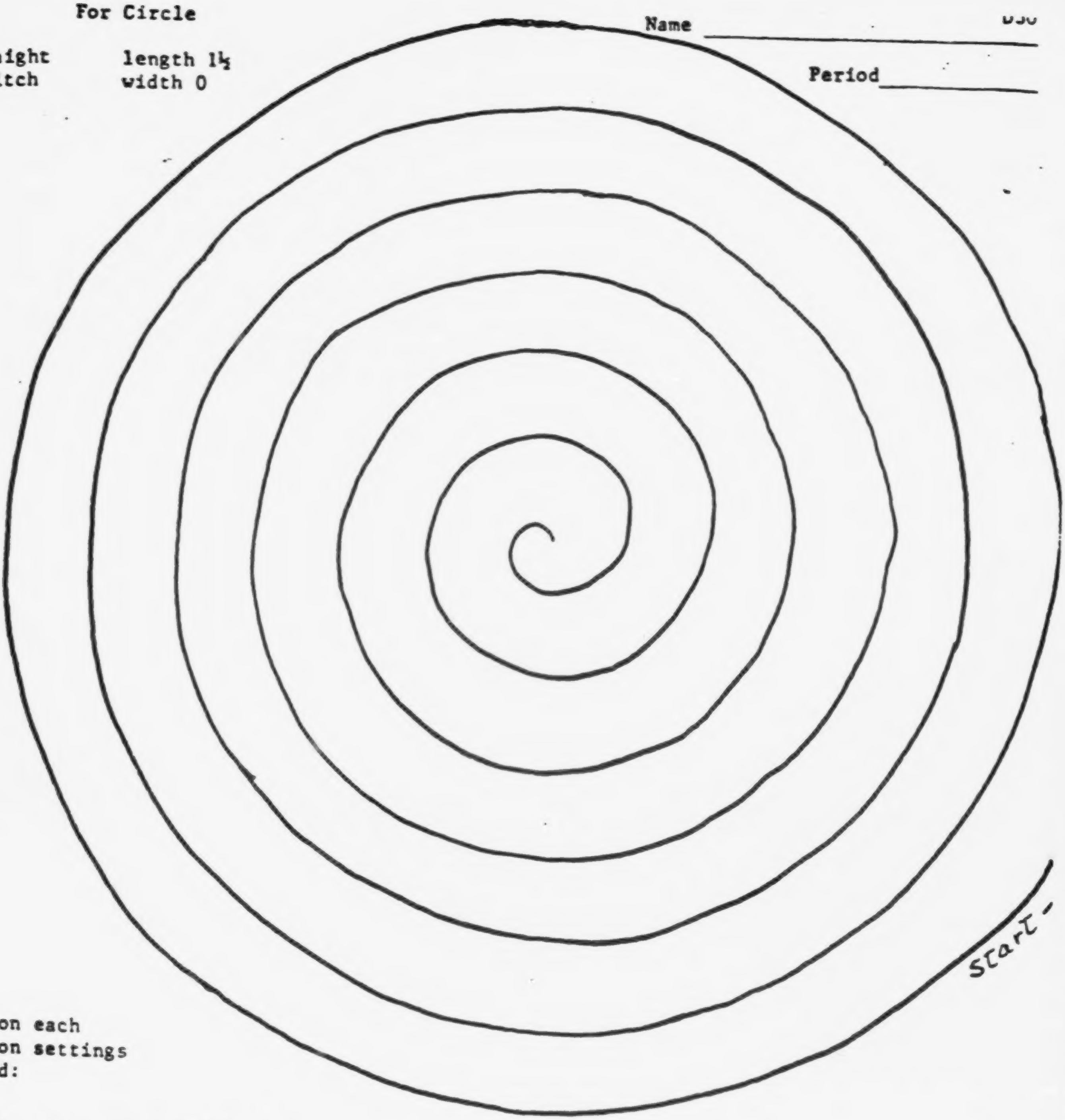


For Circle

Name ____________________

Straight Stitch length 1½
width 0

Period ____________



Stitch on each
line on settings
stated:

Length - 2½ - 0→ - Width

2 - 2→

4 - 0→

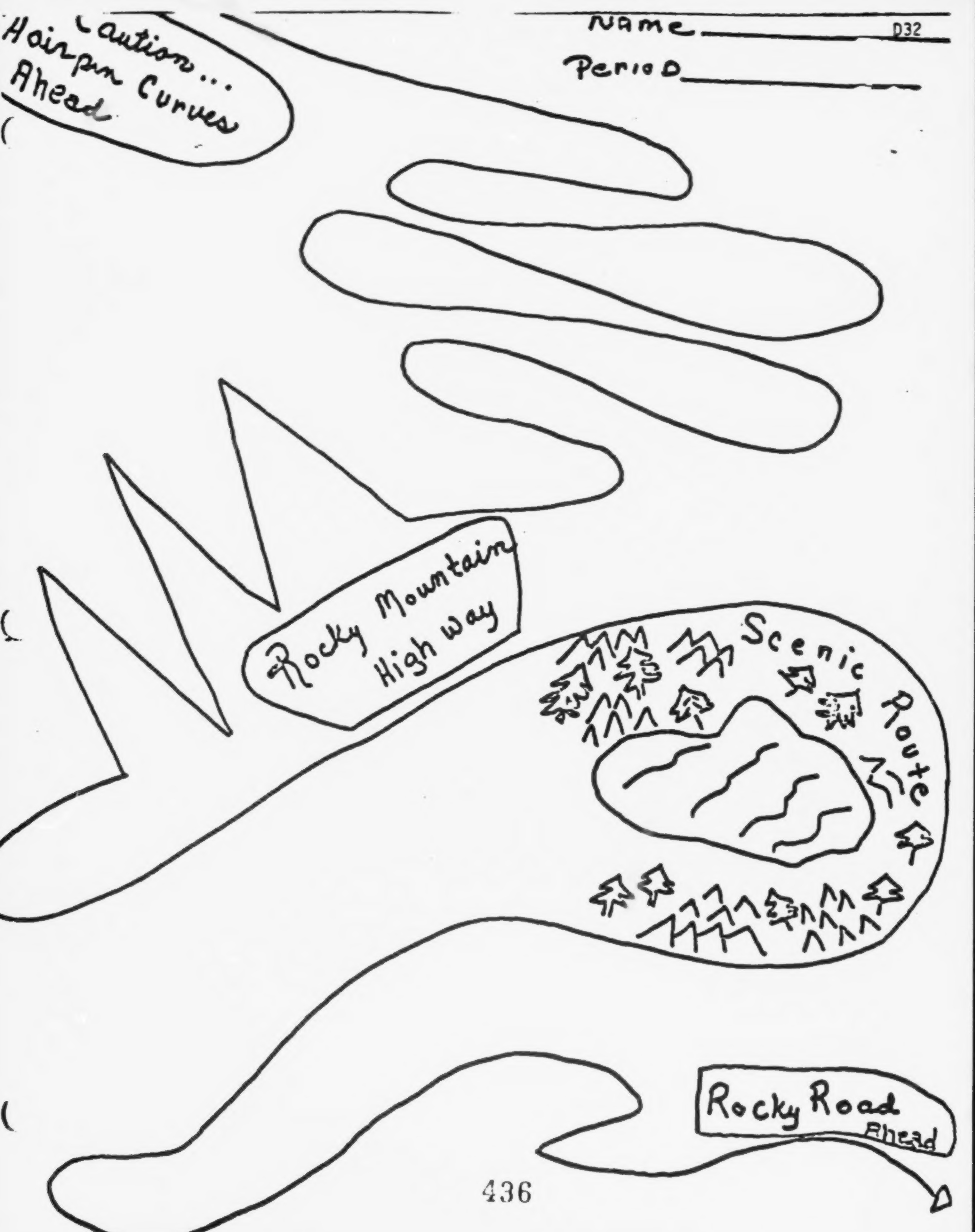
½ - 2→

1 - 3→

1 - 1→

Name ________________ D32

Period ________________


Caution... Hairpin Curves Ahead
Rocky Mountain High way
Scenic Route
Rocky Road Ahead

OPERATING THE SEWING MACHINE - UNTHREADED

JOB SHEET #1 - STITCH BROKEN LINES

I. Equipment

- A. Sewing machine (unthreaded)
- B. Stitching chart

II. Procedures

- A. Set stitch length regulator at 2, width regulator at 0.
- B. Lower the needle into the paper at "start" by turning the hand wheel forward.
- C. Lower the presser foot.
- D. Stitch along line.
- E. When nearing the break of the line, slow the machine.
- F. Stop completely at the end.
- G. With needle up, raise the presser foot.
- H. Place paper in place for stitching other portion of the line. Repeat Steps B & C.
- I. Stitch along line.
- J. Stop machine.
- K. Raise needle to highest point by turning the hand wheel forward.
- L. Raise presser foot.
- M. Place paper in place to stitch second line.
- N. Proceed with steps B through L until all the lines have been stitched.

____________________ ____________________START

____________________ ____________________

____________________ ____________________

- O. Have teacher check when you have completed Job Sheets #1, #2, and #3.

OPERATING THE SEWING MACHINE - UNTHREADED

JOB SHEET # 3 - STITCHING CURVED LINES

I. Equipment

  A. Sewing machine (unthreaded)

  B. Stitching chart

II. Procedure

  A. Set stitch length regulator at 3, width regulator at 0.

  B. Lower the needle into thepaper at "start" by turning the hand wheel forward.

  C. Lower the presser foot.

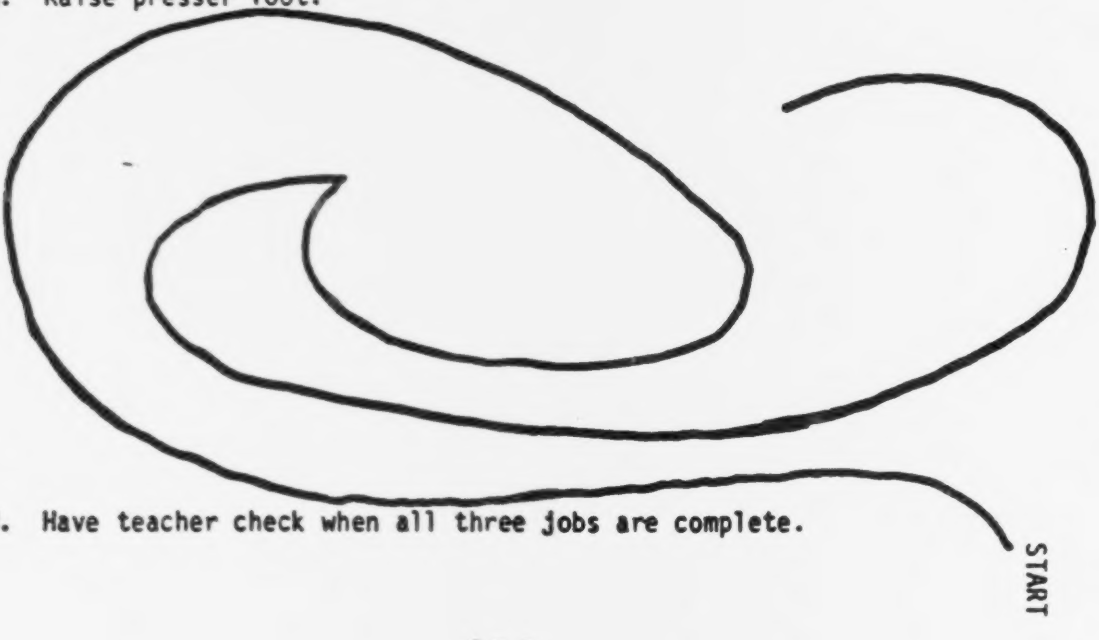
  D. Stitch as slowly as is necessary to follow the lines.

  (NOTE: To guide the paper on small curves it is necessary to stop the machine with the needle in the paper, lift the presser foot slightly, and turn the paper enough to follow the lines; care must be taken to prevent turning the paper too far.)

  E. Stop the machine.

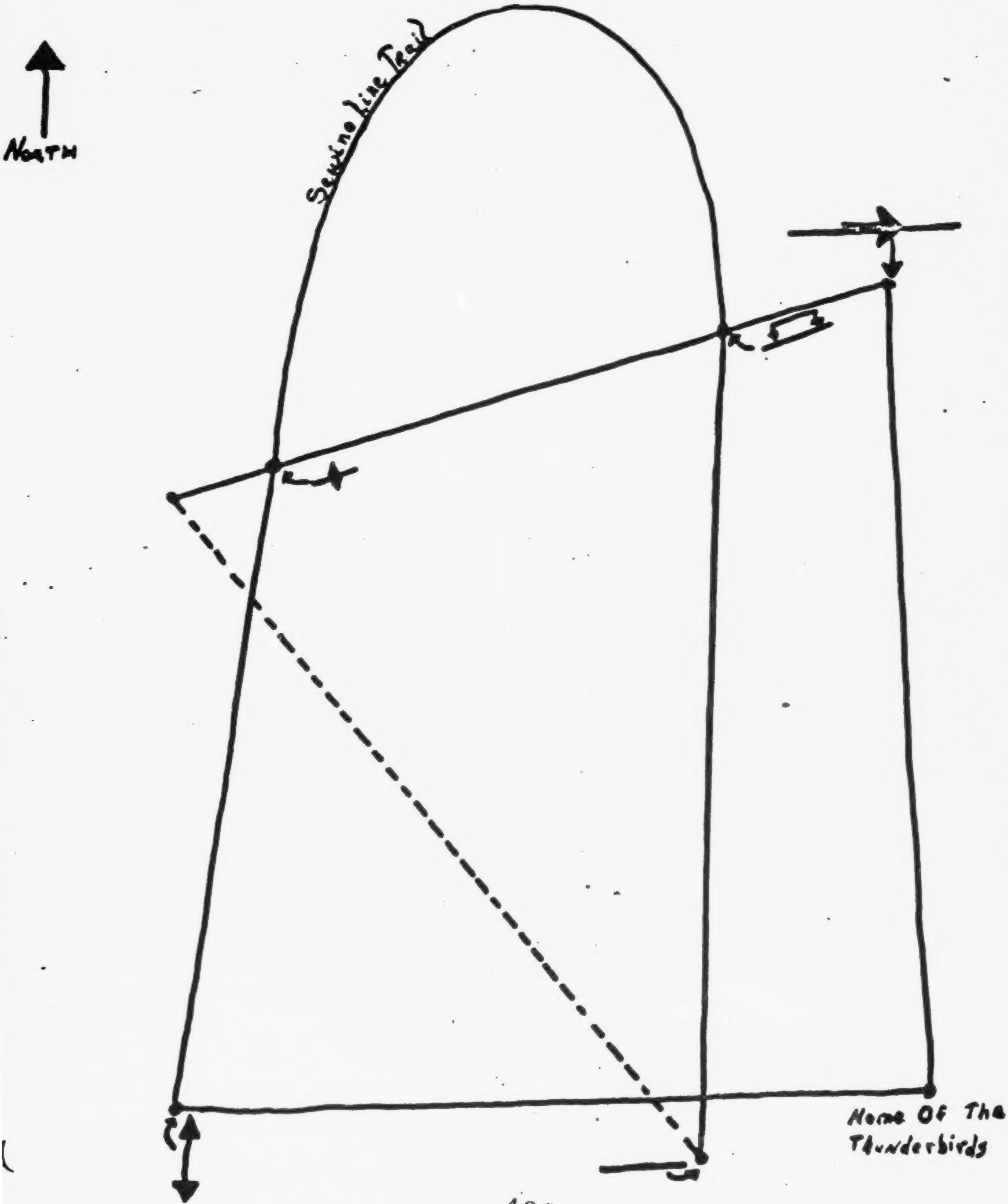
  F. Raise needle to highest point by turning hand wheel forward.

  G. Raise presser foot.



  H. Have teacher check when all three jobs are complete.

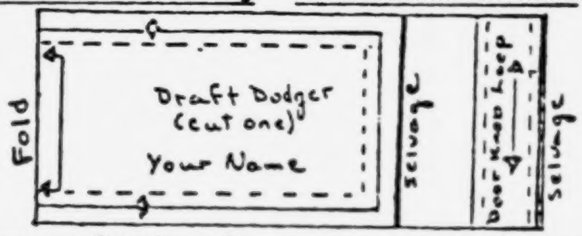
D38


NORTH
Sewino Line Trail
Home Of The Thunderbirds

II. Pattern Layout

Pin large pattern piece (Draft Dodger) on fabric. Be sure to place correctly on fold. Place Door Knob Loop pattern piece on fabric. Have pattern layout checked before cutting. Get teacher OK here:

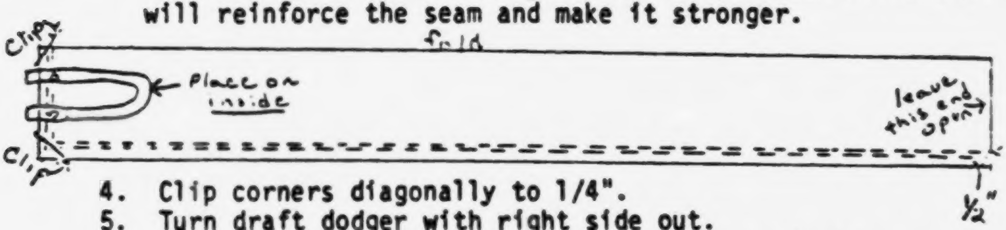
________________ (teacher OK)



Cut out pattern pieces on fabric. Be sure to cut notches outward.

III. Construction

1. Mark seamlines and dots on wrong side of fabric with tracing paper and tracing wheel. Remove pattern from fabric.
2. Fold fabric for door knob loop lengthwise with right sides together. Sew a 3/8" seam along long edge, leaving short ends open. Trim seam to 1/4". Turn right side out. Press flat, so seamline is along edge.
3. Fold fabric for draft dodger body in half lengthwise with right sides together. Insert loop inside one end as illustrated, matching ends of loop at dots. Pin all edges. Stitch across loop end and down side using a 5/8" seam. Do not stitch the other short end. Sew these same two-sides again with a 1/2" seam allowance. This will reinforce the seam and make it stronger.



4. Clip corners diagonally to 1/4".
5. Turn draft dodger with right side out.
6. Press seam allowance of open end evenly to inside.
7. Position buttons for eyes near open end and neatly sew on.
8. Fill tube with bird seed, rice, or grain. Don't fill too full, it will need to be flexible to fit snugly against crack of door.
9. Keeping seamline along edge, pin folded edges together evenly.
10. Using a double thread, slipstitch the opening together with small, tight stitches. Be sure threads are knotted securely.
11. Trim all loose threads. Evaluate draft dodger. Pin this page, evaluation page, and both pattern pieces to draft dodger and turn in.

ASSEMBLY LINE PROJECT

I. CLASS will be divided into 4 departments as evenly as possible. When needed, help may be shifted to better accomplish a company goal.

II. EXECUTIVE TEAM will consist of: one company manager and 4 supervisors...one per department. These "execs" will work within their own departments and, as a group, be responsible for the following:

- Establish and meet time schedules
- Maintain quality, develop efficient methods, and work within budget limitations
- Responsibility for the physical environment
- Be alert to any possible problems or issues
- Via alertness to work habits, output, attendance, etc., be prepared to evaluate those within your department.

SPECIFIC DUTIES

A. Supervisors specifically will:

1. Keep daily logs as to progress as well as individual work loads.
2. Absentees during this unit will have assigned work for daily credit by individual department supervisors.
3. Organize, motivate, and encourage all to do their best to be a part of the group in accomplishment!
4. Be responsible for materials, quality, and time limitations.
5. Be alert as to problem areas and responsible enough to ask for help!

B. The manager will specifically:

1. Take role daily and keep manager's log.
2. See that a smooth operation is provided and maintained.
3. Add to the efficiency of the company as a part of each department.
4. Be understanding and cooperative.
5. Be on top of all situations and interested enough to help when needed.

A. PRODUCT DEVELOPMENT AND SALES, continued

2. Actual sales

3. Bookkeeping (profit & loss)

Abstract thinker, accuracy of work habits, responsible actions, understanding of simple construction and sewing skills, sales techniques, business-like with math skills.

B. PRODUCTION & COMPANY DEVELOPMENT

1. Sewing

a. Pin dark piece 2 to light piece 1 at A, B, C, and D and several places in between. Be sure the right (furry) sides are together. Stitch from A to D.

b. Pin light piece 3 to dark piece ? at A, H, I and J and several placed in between with the napped sides together. Stitch from A to J.

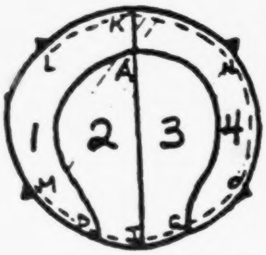
c. Pin to the nap side of dark piece 4 between E and F so the edge that says "Insert in Seam" is even with the edge of the fabric. Stitch. Pin dark piece 4 to light piece 3 at A, E, F and G and several places in between. Stitch from A to G. Pin and stitch from A to K. You now have one-half of the basketball.

d. Pin light piece 5 to dark piece 6 at A, E, F and G and several placed in between with nappes sides together. Stitch from A to G.

e. Pin light piece 7 to dark piece 6 at A, H, I and J and several placed in between. Stitch from A to J.

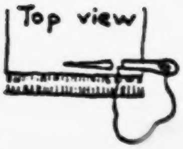
f. Pin dark piece 8 to light piece 8 at A, B, C and D and several places in between. Pin and stitch from A to K.

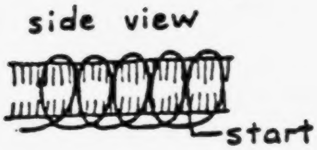
g. Both halves are now completed. Make sure the napped sides are together and pin light piece 5 to dark piece 4 at K, N, O and G and several places in between. Pin dark piece 8 to light piece 1 at K, L M and D and several placed in between. Stitch starting at notch M and stitching almost all the way around the ball to notch L. Leave open between M and L for turning and stuffing.



D. MARKETING

1. Makes ready departmental storage units
2. Figure costs and prices of sets
3. Determine sales units
4. Develop advertising techniques
5. Design display case
6. Stuff items
    a. Turn the basketball right side out by pulling through the opening between M and L. Stuff through the opening. Stuffing will make a lot of difference in the finished ball so take care to stuff evenly.
    b. Hand stitch closed from M to L.





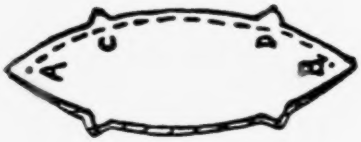
HAND STITCHING INSTRUCTIONS: To stitch by hand, use a back stitch as in the diagram. Put the needle in from bottom about 1/4 inch from the edge and 1/4 inch from the end. Push through to the top. Back stitch 1/8 inch, putting the needle in from the top and pushing through to the bottom. Return to the top about 1/4 inch ahead of the previous stitch.

You will be advancing 1/4 inch up from the bottom and going backwards 1/8 inch when you stitch down from the top. Be sure each stitch goes through the backing on both pieces of fabric. Continue stitching to the desognated place.

V. GRADING

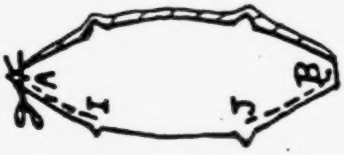
		EVALUATOR
DEPARTMENT MEMBERS	←	SUPERVISORS MANAGER MRS. MOCK
SUPERVISORS	←	MANAGER MRS. MOCK
MANAGER	←	MRS. MOCK

B. PRODUCTION & COMPANY DEVELOPMENT continued



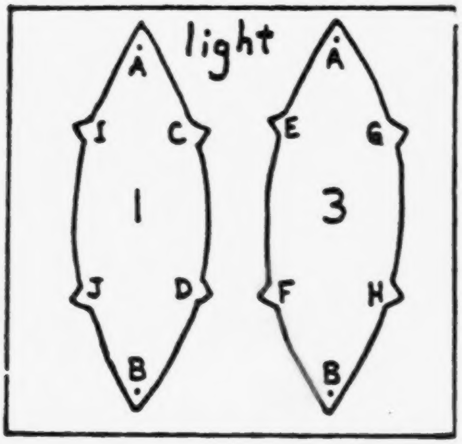
b. With napped sides together, pin piece 3 to piece 3 from A to B along the edge with nothces E and F. Stitch from dot A to dot B.

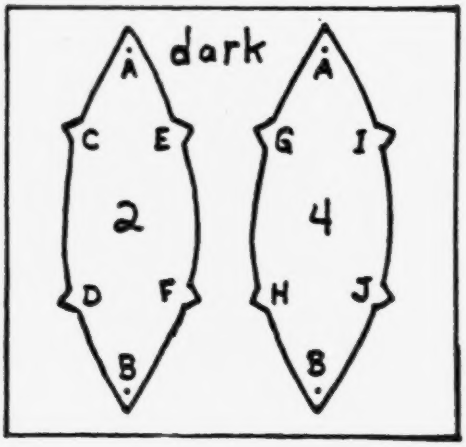
c. Pin piece 4 to piece 3 from A to B along the edge with nothces G and H. Stitch from dot A to dot B.



d. Pin the free edges of piece 1 and piece 4 together from A to B. Stitch from dot A to notch I. Leave open to notch J and continue stitching to dot B.

e. Cut off the tips of each section to reduce the bulk of seams at dots A and B.





2. Names company

3. Develops company motto

Creative and imaginative, business orientation, organizer, accurate sewing skills, methodical, patient.

C. FINISHING AND QUALITY CONROL

1. Prepares members' name tags

2. Prepare hangtags for each item and attach

DUFFLE BAG

REQUIREMENTS: material, thread, cord (3 x circumference)
(Size is dependent on: a) width--circumference of your circle;
b) length/height--any length you want + 1 1/2"

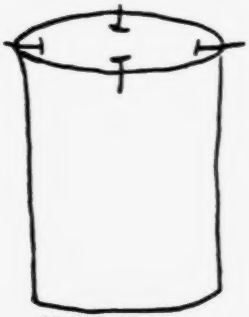
STEP 1: Cut circle for bottom of bag

STEP 2: a) Measure circumference of circle, record here that distance________________________.

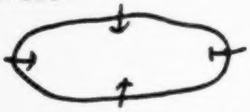
b) For length, use desired size + 2 1/2". Record here that distance ________________________.

c) Cut your material ________________(from a)
X ____________(from b).

STEP 3: a) Sew a 5/8" seam in body of bag with right sides together. Press seam open.



b) By folding, divide the bag into 4 equal areas--mark the 4 areas with a pin.



c) Do likewise (b) with the circle piece.

d) Pin the two (matching pins (c) with right sides together), making a 5/8" seam. Sew.

GRADING:

Measurements..........20/20
Neatness..............20/20
Followed Directions...20/20
Accuracy of sewing....20/20
In on time............20/20

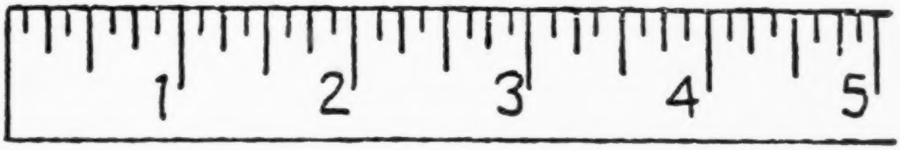
D52

ASSIGNMENT: Divide an Inch

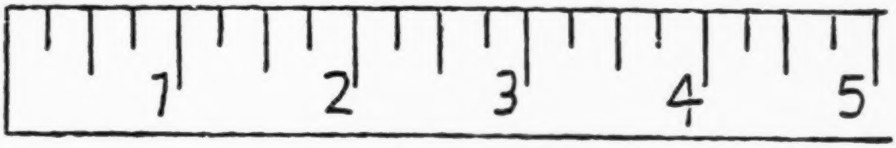
NAME ____________________

DATE ____________ HOUR ________

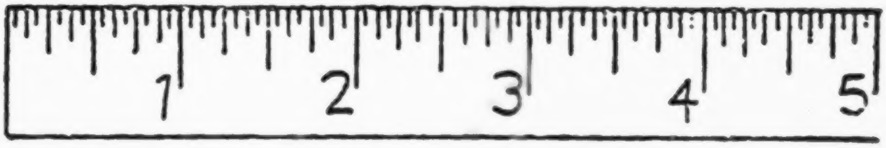
DIRECTIONS: Answer the questions below



Eighths -- 1/8 inch



Quarters -- 1/4 inch



Sixteenths -- 1/16 inch

1. Into how many parts is the inch in the top drawing divided? ________ Each part is what part of an inch? ______ Write this fraction. ______
2. Into how many parts is the inch in the center drawing divided? ______ Each part is what part of an inch? ______ Write this fraction. ______
3. Into how many parts is the inch in the bottom drawing divided? ______ Each part is what part of an inch? ______ Write this fraction. ______
4. Using a colored pencil, on the top drawing, color in 1/4 inch.
5. Using a colored pencil, on the center drawing, color in 1/2 inch.
6. Using a colored pencil, on the bottom drawing, color in 5/8 inch.

D54

OBSERVATION OF A CHILD

Place of Observation: ______________________________ Date: _______________

Boy: _______________________ Girl: _______________________ Age: __________

Time Observation Began: _____________ Time Observation Ended: _______________

1. Can the child dress himself? Yes ____ No ____
2. Does the child have trouble with zippers? Yes ____ No ____
3. Choose two children who are different and observe the differences:

   How do they look different? ______________________________________

   How do they act different? _______________________________________
4. What did the child do to use large muscles? ______________________

   ____
5. What did the child to to use small fine muscles? _________________

   ____
6. Watch the child for five minutes: How long was the child quiet? _________

   What were his movements? ____
7. Did the child play with others? ________ What did they play? ___________
8. What did the child ask for help with most often? _____________________
9. How did the child express his feelings? Anger? Fear? Love? __________

   ____
10. What discipline did the child need? _______________________________
11. Who gave the discipline? ____
12. How did the child react to the discipline? ________________________
13. Did the child have any disagreements? Yes ___ No ___ How were they settled? ____
14. Does the child have firm muscles? ___ Flabby muscles? ___ good posture? ___
15. Are the child's movements graceful? ___ awkward? ___ slow? ___ quick? ___
16. Can the child climb? ___ run? ___ hop? ___ jump? ___
17. Describe one of the child's activities that depends on motor skills. _____

    ____
18. Describe the child's activity that depends on mamipulative skills. ______

    ____
19. Can the child handle table utensils? Yes ____ No

Daughter: I think it's better to feed him anyway. He really does sound hungry.

Daughter goes over to get bottle to feed baby--She props the bottle up.

Daughter: I've decided to bottle feed him since bottle feeding and breast feeding are the same now anyway thanks to modern formulas and equipment. Besides, I can leave him with a sitter if David and I want to go out and she can give him a bottle. All a newborn needs anyway is food and sleep. I can't even get David to pick him up. He's scared of him and says it doesn't matter if he holds him or not, since he's so young. I'm afraid David feels our baby doesn't need his Father very much.

Mother: Well...a young baby really only needs his Mother, but tell David to wait until he gets older. Then he'll get his turn.

(Daughter finishes feeding baby and tries to burp baby.)

Daughter: Oh, dear! I must have been feeding him wrong, he won't burp. I wish I knew more about babies. I get so upset sometimes with him I just sit and cry. I'm glad he doesn't realize that I'm upset with him. I guess I shouldn't have propped that bottle up, but it takes so long to feed him. I just get tired having to hold him that long.

(Daughter puts baby back into bassinet.)

Mother: You don't need to get so upset, honey. There's really nothing hard about taking care of a baby. They really aren't that fragile. I really don't think you need to sterilize everything like you do. Babies have a built-in protective device.

Daughter: Oh, no! Now what's wrong! (Goes over to baby). The baby's throwing up. He has diarrhea too. I think I should call the doctor.

Mother: You don't need to worry about it.

Daughter: O.K. Mother! You know much more than I do about babies.

BABYSITTING SURVEY

Person Interviewed:

Number of Children:

Name:

Period:

Date due:

1. When you are hiring a baby sitter, what are some of the things you consider? (+2)

2. What do you feel is the most important characteristic of a good baby sitter? (+1)

3. What kinds of things do you expect a baby sitter to do? (Do you want a baby sitter to help with dishes and other chores?) (+2)

4. Do you like to have a sitter plan activities for the children to play or do? (+1)

5. If so what kind do you suggest? (+1)

6. What is your feelings about a baby sitter:

   a. eating: (+1)

   b. watching TV: (+1)

   c. going to sleep: (+1)

   d. using the phone: (+1)

   e. having friends over: (+1)

7. What information do you like to have the sitter know before you leave? (+2)

8. How do you like to have a sitter handle your children when they misbehave? (+2)

9. What emergency and safety knowledge do you expect your sitter to know?(+2)

10. What do you feel is a reasonable rate for a baby sitter to charge? (+1)

11. How can students find baby sitting jobs? (+1)

WHAT YOUR BABY SITTER SHOULD KNOW

OUR NAME: ________________________ PHONE: __________

ADDRESS: ____

NAMES OF CHILDREN: ________________________________

WE WILL BE AT: ________________________ PHONE: __________

WE WILL RETURN BY: ________________

FATHER WORKS AT: ________________________ PHONE: __________

POLICE: ____________________ OR ASK OPERATOR TO SEND POLICE

POISON CONTROL: ________________ OR ASK OPERATOR TO CALL

FIRE ALARM BOX IS LOCATED AT: ________________________

OUR NEAREST NEIGHBOR: ________________________________
NAME

____
ADDRESS PHONE

A FAMILY FRIEND: ________________________________

SPECIAL INSTRUCTIONS:

Meals:

Sleep:

Bath:

Toilet routine:

Play:

Special Deliveries or Calls:

JOT DOWN ANY INFORMATION OR MESSAGES YOU RECEIVED FOR US WHILE WE WERE OUT:

Name	Phone	Message

NAME______________PERIOD__________

HOW WOULD YOU FEEL WITH THESE PROBLEMS?

What would you do?

1. You are a baby-sitter for a 3 year old, Ann, and a 5 year old, Billy, and you have been instructed to put them to bed at 7:00 p.m. You know that they are in the habit of going to bed at this time every night, but you are afraid that they will not go promptly because you are in charge instead of their mother. Which plan will you follow?

Plan A: At a quarter before 7:00 you say to them, "We have just 15 minutes before your bedtime. There's just time enough to pick up the toys, put Ann's dolly to bed and put Billy's blocks in a nice pile in the corner. After you are in bed I might tell you one short story." Assume they will pick up the toys and go to bed at the regular hour.

Plan B: Wait until 7:00 then suddenly rush them upstairs, give them no time to object. If they are slow, scold them severely, and threaten to tell their mother they were bad children.

Plan C: Warn them about 10 minutes before 7:00 that it is nearly bedtime and they must be ready. You might say, "Don't think you can get away with anything because your mother isn't here! I'll make you mind."

Your Choice: Plan __________

2. Your little 4 year old niece, Susan, has come to stay at your house because your mother is ill and cannot care for her. You wish to keep her happy and prevent her from getting homesick. Which of the following things would be wise?

Plan A: Give her everything she wants, including chocolate candy for breakfast. Let her sit up at night until she falls asleep on the davenport, and buy her some new dresses that she likes.

Plan B: Remind her constantly that she must be a good girl because her mother is so sick. Plan a new schedule for her because you do not think her mother took care of her properly.

Plan C: Make her feel that she is welcome in your home, but take it for granted that while she is visiting she will do things as they are done in your house. Do not be too rigid with a schedule but see that she has good time and enough sleep. See that she has plenty of interest in her life, such as playing with neighbor's children and her own toys, and someone to tell her stories.

Your Choice: Plan ____________

NAME________________________
PERIOD__________
DATE________________________

BABY SITTER'S DIARY

Directions: Record the significant happenings in column 1 and your reactions or suggestions for improvement in column 2.

Name of child________________________ Age of child________________

Date of sitting job________________

1. What happened	2. Your reaction

ART ACTIVITY CENTERS

Time: One Day

Set up 6 centers

1. Popcorn lamb
    1. Duplicate a picture of a lamb.
    2. Have students glue popcorn to lamb as its fleece.

2. Karo Syrup Painting
    1. Mix karo syrup with food coloring for different colors.
    2. Cut rainbows from construction paper.
    3. Have students paint rainbow with brushes.

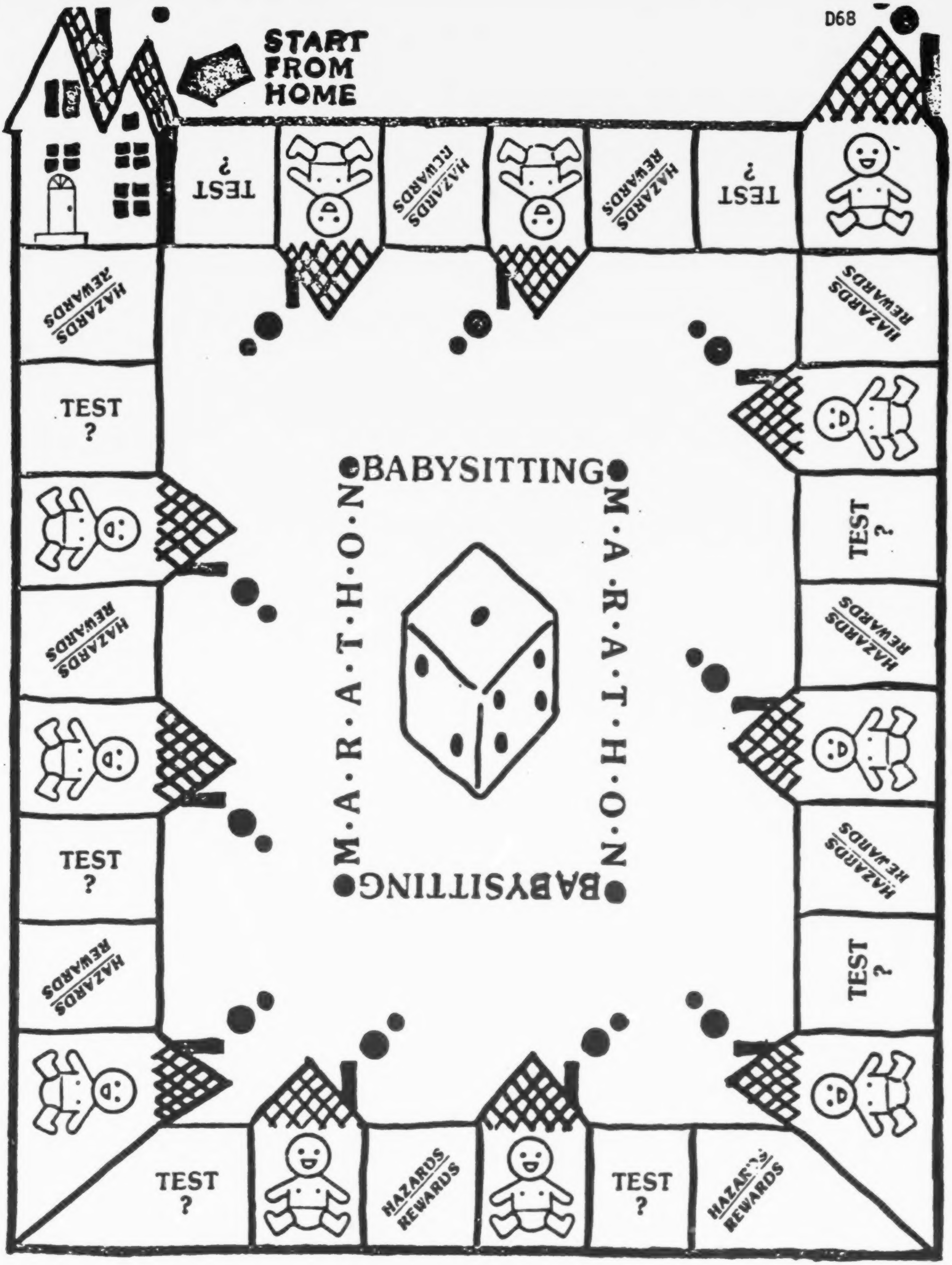
3. Tissue Ducks
    1. Duplicate ducks on paper.
    2. Cut tissue paper into small pieces.
    3. Students glue tissue paper to duck for feathers.
    4. Students color beak and feet orange.

4. Color with hand that is not dominant.
    1. Ditto detailed picture.
    2. Students color with non dominant hand.

5. Sponge Painting
    1. Mix tempra paint.
    2. Cut freezer paper and sponges.
    3. Students paint on paper with sponges.

6. Fabric Collage
    1. Cut horses from construction paper.
    2. Cut different texture fabrics.
    3. Students glue fabric to horse.

Students are to do three activities in one period. Required to do one and then may choose two others.


D68
START FROM HOME
TEST ?
HAZARDS REWARDS
BABYSITTING MARATHON
BABYSITTING MARATHON

23. The first thing to do in case of fire is: (A) call the fire department; (B) get the child out and go to the nearest neighbor's house; (C) attempt to put the fire out with a blanket or throw rug.
24. If a child refuses to go to bed at the time he is supposed to: (A) let him say up as long as he wants as long as he is quiet; (B) tell him you'll call his parents if he doesn't get to bed; (C) tell him you'll let him stay up fifteen minutes more and read him a story, but then, he must go to sleep.
25. If you are to serve dinner for the child, make sure: (A) you find out what you are to fix and what time the child should eat; (B) there is enough for you too; (C) the parents understand you charge extra for fixing meals.
26. When a child has a minor accident (splinter, scraped knee, cut finger, etc.), you should: (A) call the parents; (B) administer first aid; (C) go to the neighbor's house for help.

ANSWER KEY:
1. F; 2. F; 3. T; 4. F; 5. F; 6. F; 7. F; 8. F; 9. F; 10. T; 11. T; 12. T; 13. F; 14. T; 15. C; 16. T; 17. A; 18. B; 19. B; 20. A; 21. B; 22. C; 23. B; 24. C; 25. A; 26. B

LIGHT

In order to grow, plants must have light, but the type of light required depends upon the type of plant. In general, the highly colored foliage plants, such as a coleus, and most gray leaved plants required a gread deal of sunlight. Ferns, palms, begonias, and philodendrons require less light, usually responding unfavorably to strong sunshine.

COMMON PROBLEMS WITH HOUSEPLANTS

Problem	Symptom	Possible Causes
Plant is not growing.	Little or no new growth.	a. Not enough light b. Improper temperature or watering c. Improper fertilization.
Wilting	Drooping leaves	a. Too little water b. Overfertilization c. Excessive heat or light d. Low humidity
Drooping of leaves	Loss of many leaves	a. Drastic change in temperature or light b. Gas leak c. Improper watering
Rotting of leaves or roots	Brown or black spots on leaves; whitish areas.	a. Overwatering b. Disease
Pot bound	Poor growth even with proper care. Soil dries out quickly requiring more frequent watering; roots grow through drainage holes.	a. Plants need to be transplanted.

We hope the information contained in this booklet will be helpful to you in creating your own-in-home greenhouse.

Developed by Albertson's Food Stores. Albertson Food Stores also has many other types of pamphlets which can be obtained in quantity.

House Plants
Continued:

3. Complete assignment sheet "Container Gardening"

4. Have treasure hunt in your home to find containers suitable for indoor gardening. Present containers to class and be ready to discuss advantages and disadvantages of each.

5. Lab Activity: Starting seed indoors and transplanting information sheet.

6. Have students plant and maintain an indoor herb garden.
   -Information Sheet Herb unit outline
   -Show articles that can be made from herbs:
    Herb rope
    Herb and spice wall plaque
    Sachet bag
    Potpourri

7. Crossword Puzzle on Herbs.

8. Lab Activity: "Plants from Throw Aways".
   Students select one vegetable throw away to plant.
   -Avocado seed plant
   -Garlic plant
   -Carrot top plant
   -Sweet potato vine

9. Gardening Vocabulary Exercise "Lettuce" See How Much You Know.

10. "Plot Your Pot" worksheet to show how to plan space for gardening; Assignment sheet.
    -Assignment sheet: "Shop for Crops"
    -Activity sheet: "Seeds for Starters"

NAME ______________________________

DATE ________________ HOUR _______

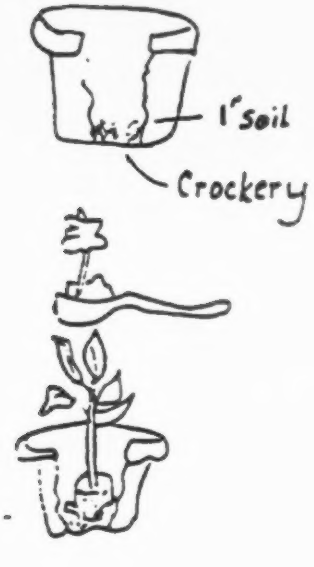
TRANSPLANTING INFORMATION SHEET

Purpose of Transplanting: To move plants from a smaller place to a larger place to give them more room to grow.

Activity: Transplanting

Supplies needed:

5 seedlings
2 1/2 or 3 inch pot
potting soil
pebbles or crockery
spoon



DIRECTIONS:

1. After your seeds have sprouted and the seedlings have 2-3 sets of leaves on them, you'll need to transplant them from their seed bed to their very own pots.
2. Put crockery in the bottom of a 2 1/2 to 3 inch pot with a drainage hole. Cover the bottom of the pot with one inch of potting soil.
3. Carefully dig underneath one little seedling with a spoon. Dig far enough under the plant so that you get all the root (at least 1 1/2 inches). Be very cafeful not to hurt the plant or the plants next to it.
4. Place the plant gently in he pot; the root will be touching the soil in the bottom of the pot.
5. Place soil all around the roots and gently pat the soil down. Next, fill the pot with soil up to 1/2 inch from the top. The white root should be completely covered by the soil, but the green shoot should be sticking out.
6. Water the plant thoroughly (until water drains out the bottom). Place the plant in a sunny window and make sure that the soil is moist every day.

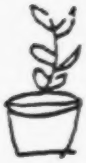
D78

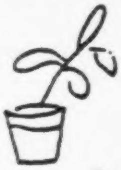
NAME________________________________

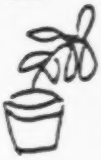
DATE____________________HOUR__________

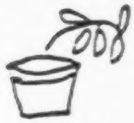
WILL YOUR PLANT SURVIVE?

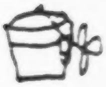
TOTAL: 54 POINTS


54 - 44


43 - 33


32 - 22


21 - 11


10 - 0

D80

NAME____________________

DATE____________HOUR__________

Plants From Throw-Aways
Continued:

Garlic Plant

What you'll need:

a. Three to four unpeeled garlic cloves

b. pot

c. potting soil

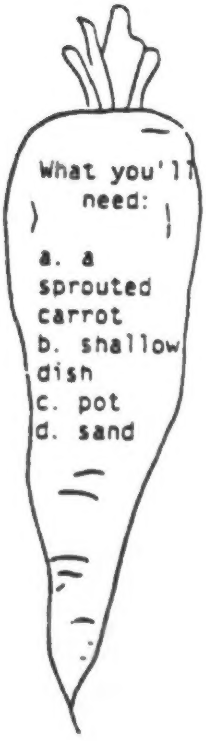
Directions:

1. Put the garlic cloves in the pot filled with potting soil. Make sure that the points of the cloves are up and are barely covered with soil.

2. Water the pot very well, so that the water begins draining out the bottom.

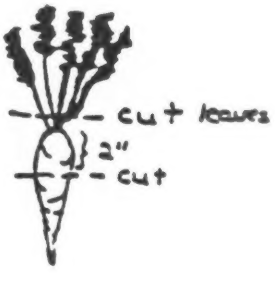
3. After the plant begins to grow, just snip off little bits of the stem and put the pieces in your food. It will give a garlic flavor. It will not hurt the plant at all.

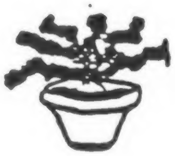
Carrot Top Plant



What you'll need:

a. a sprouted carrot
b. shallow dish
c. pot
d. sand





Directions:

1. Cut the leaves off the carrot. Then cut two inches off the top.

2. Put the cut side of the carrot top in a shallow dish of water. Change the water every day, and make it ½ inch deep. When roots start to grow, plant it in a small pot filled with moist sand.

3. Water your plant well and keep it in a sunny window. It looks very lacy (like a fern). It likes to be misted every so often, also.

D82

NAME____________________

DATE__________HOUR__________

INFORMATION SHEET

TERRARIUMS

Terrariums are closed environments which rarely need watering, like low light, and retain an atmosphere of high humidity. They make excellent gifts and are easy for the members to make.

With all the cuttings, carrot tops, bean seeds, and citrus plants that were previously grown, the terrariums will be fairly inexpensive to put together. They should be well-watered directly after they have been made, and then may not need water again for months. Over-watering will kill the plants.

Terrarium-making is a messy job and should be done in an area that will happily accept a little dirt on its floor. Newspapers should be spread out over the area to catch all the "flying" soil (we all know that soil doesn't have wings, but sometimes it sure seems like it does).

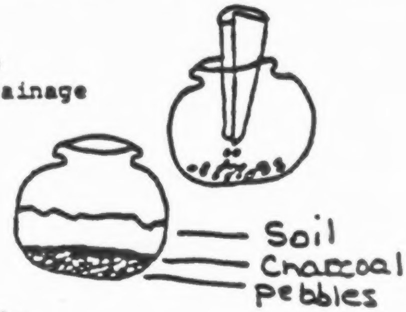
What you'll need:

a) Glass container (fish bowl, brandy snifter, jar)
b) Pebbles
c) Charcoal chips
d) Potting soil
e) Funnel or paper cone
f) Terrarium plants (you can use store bought plants, or some of the plants you've been growing

1) Wash and dry your container well. (For this exercise you'll want to pick a container that has a large enough opening for you to easily get your hand in and out of.

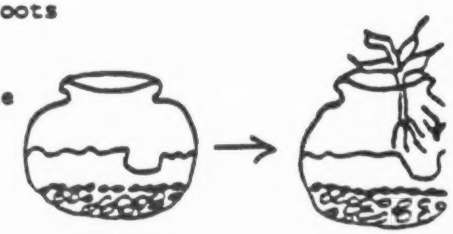
2) Make a paper cone and add pebbles to 1/2 or 1 inch deep (this provides drainage for excess water.)

3) Add 1/2 inch charcoal, then add at least 2 inches of potting soil.



4) Make a 2-inch hole in the soil for the plant. Plant the biggest plant first. Take the plant out of its container by turning it upside down and tapping the plactic container on a table edge. The plant should slip out. Shake the dirt off its roots and lower the plant into the hole.

5) Tamp down dirt around the plant. Add the rest of the plants in the same way.



NAME ____________________

DATE ____________ HOUR ____________

INFORMATION SHEET

DISH GARDENS

Dish gardens aren't closed in like terrariums. Instead, the container is shallow, such as a dish. Dish gardens are excellent for cacti and succulents; these plants need very little moisture and a terrarium would contain too much for the plants to live.

What You'll Need:

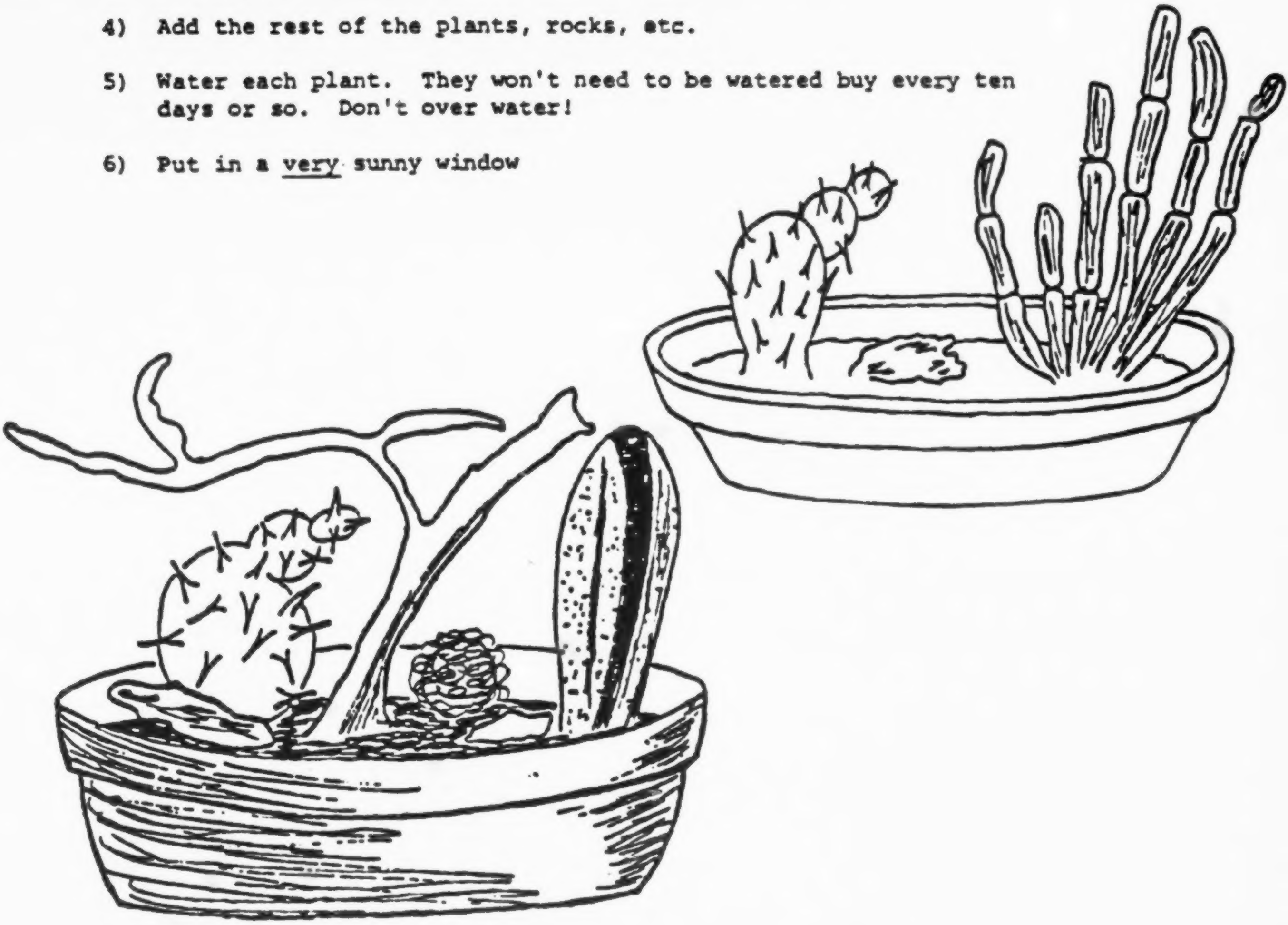
a) Container (pie plate, dish, flower pot dish)
b) Sandy soil (can buy regular cactus soil in the store).
c) Succulents
d) Rocks, wood, figurines.

1) Wash and dry the container well
2) Add sandy soil up to 1/2 inch of of the top of the dish.
3) Make a 2-inch hole in the soil and put in the plant. (Be careful, some cacti have thorns. You may need some help with these.)

4) Add the rest of the plants, rocks, etc.

5) Water each plant. They won't need to be watered buy every ten days or so. Don't over water!

6) Put in a very sunny window



DISH GARDEN OF CACTI, ROCKS, AND OLD WOOD

COMMITTEE DUTIES

BULLETIN BOARD-	Fill out committee sheet (2) Design a bulletin board suitable to theme of soda shop Do bulletin board Remove bulletin board
MENU-	Fill out committee sheet (2) Design menu Print menu (enough for 2 days) Distribute menu to hostess/host
SIGN COMMITTEE-	Fill out committee sheet (2) Design station signs Do station signs (Ex. Shakes) Hang signs Remove signs
CLASS MENU-	Fill out committee sheet (2) List menu for visiting class Post menu Make sure orders are correct in visiting class Submit information to class two days prior to shop Help decoration committee make decorations
DECORATION-	Fill out committee sheet (2) Plan decorations for shop, door, tables Do decorations Hang decorations day before shop Day of shop-put table decorations out
FLOOR PLAN-COMMITTEE	Fill out committee sheet (2) Plan location of tables, stations Make cash register Set up tables, stations, cash register Distribute plan to class by posting at points throughout the room Remove plans Return room to classroom arrangement

SAMPLE MENU

Use construction apper and lots of creative ideas to make your menu unique to your restaurant experience!!!

SAM'S SODA SHOPPE

BANANA SPLIT	$1.00
ICE CREAM SUNDAE (chocolate, strawberry, pineapple)	.50
SHAKES (chocolate, strawberry, vanilla)	.50
BROWNIE DELIGHT (brownie topped with vanilla ice cream chocolate syrup, whipped cream)	.75
BEVERAGES (Coke, 7-up, Orange)	.25

JOB DESCRIPTIONS

Manager	-Hire other employees Help monitor room, refrigerator, pantry, supplies Evaluate students Help soda shoppe to run smoothly
Cook	-Organize all ingredients Prepare one item only (Ex.-Shake) Keep stove, counters clean Washes dishes used in station
Dishwasher	-Rinse, stack and wash dishes Scour sink Dry out dishpan, drain sink Return dishes to correct station
Assistant Cook	-Gets out all utensils needed to cook with Help cook prepare item as outlined (assembly line) Signal when order ready Keeps counter clean Help rinse, stack dishes Dry dishes
Bus Boy/Girl	-Set table with napkin Serve water Remove dirty dishes Assists waitress/waiter with delivery if time. Cleans table after customer leaves. Sweep floor
Waitress/Waiter	-Know abbreviations for menu. Take order correctly-2 copies Turn in order to appropriate kitchen (station) Serve order correctly Figure check Ask customer for needs Present check to customer after order turned in. Collect from customer as soon as possible. Return change to customer with "paid" ticket.
Host/Hostess	-Greet customers Show customer to seat Give customer orders to kitchen Help deliver orders to kitchen Assist waiter/ress in figuring check Help deliver checks to customer Check customer's ticket before he leaves for "paid"
Cashier	-Make close check of checks for correct amount of money Take money Give change Mark check paid and return to waitress/waiter Make record of each ticket # and amount

JOB PERFORMANCE EVALUATION

NAME____________________________

PERIOD____________________________

Part of your job as a restaurant manager is always to help evaluate the work of other employees. Please honestly and sincerely evaluate the people working in each of the jobs listed below. Some things to consider in your evaluation would be cooperation, honesty, willingness to work without complaint, ability to carry out responsibilities and the manner in which they were (or weren't) carried out. Consider how smoothly (roughly) each "station" seemed to run during the restaurant. Was this due to the skill, work and dedication or lack of it of any particular person?
Explain your answers completely. Give each student a grade that you feel he/she deserves.

These papers will be kept confidential-no other student will know how you evaluated him/her unless you choose to tell them.

COOKS

1. Name____________________________ Grade__________________
Explanation:

Day 1

Day 2

2. Name____________________________ Grade__________________
Explanation:

Day 1

Day 2

ASSISTANT COOKS

1. Name____________________________ Grade__________________
Explanation:

Day 1

Day 2

2. Name____________________________ Grade__________________
Explanation:

Day 1

Day 2

DISHWASHER

1. Name________________________ Grade________________
   Explanation:

   Day 1

   Day 2

MANAGER

1. Explanation:

   Day 1

   Day 2

D96

Job Contract

Name ______________________________________

PLACE OF EMPLOYMENT ____________________________

TYPE OF WORK INVOLVED ___________________________

____

REASON FOR SEEKING THIS JOB ______________________

____

TYPE OF PAY INVOLVED ____________________________

BENEFITS TO ME _________________________________

____

BENEFITS TO MY EMPLOYER _________________________

____

SKILLS AND KNOWLEDGE I HAVE THAT MAKE IT POSSIBLE FOR ME TO DO THIS JOB ______________________

____

I ____________________ do hereby pledge to carry out the above job responsibilities.

For the employer

The above contract has been honored and job responsibilities satisfactorily completed.

____________ date

______________________________ employer's signature

24 - HOUR OBSERVATION

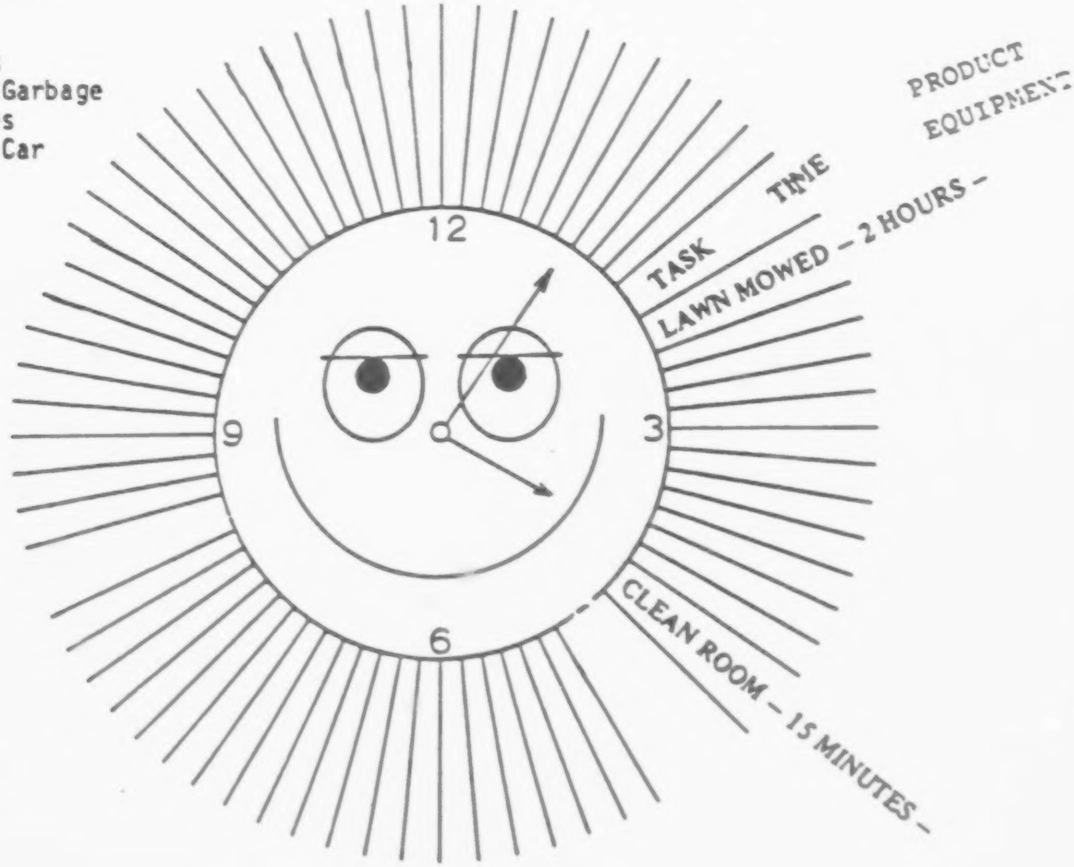
Choose a 24-hour period of time to keep a record of housekeeping tasks that members of your family do to keep the home operating smoothly. You may find it difficult to know everyone's activities during the day; therefore, you may want to ask others in your family for help. If you are away from home during any of the time, ask someone to keep a record of all activities while you are away or ask about and record activities when you get home.

Record all of the activities on the observation form sheet. List the task performed, the amount of time spent on the task, the equipment and products which were used to complete the task.

You will also find a list of typical tasks that are done in a home. Not all tasks are done each day and you may find your family performs activities not on this list. The list is provided as an example of the duties required to operate a home. Please keep a very careful record of all activities done by family members.

Below is an example with only a few tasks written in so you will know how to record your observations.

Vacuuming
Mopping Floors
Cleaning/Wiping Appliances & Counters
Washing Windows
Cleaning Closets
Picking-up
Dusting
Making Beds
Taking out Garbage
Doing Dishes
Caring for Car



Name ______________________________ Hour ______________

24-HOUR OBSERVATION FORM

A.M.